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ABSTRACT

The resources necessary to operate a complete career guidance program are considerable. This handbook maps the territory of funding resources for those working in the field of career guidance. Following two brief introductory sections, the first part of the handbook deals with defining program needs. The needs that are identified can serve as the basis for developing funding proposals. Under each of the need categories (e.g., staff, audiovisual media and equipment), are questions designed to help focus on the needs in that category. The next section examines types and sources of funding. The following categories of proposals are described: major grant proposals, mini-grants, excess property/corporate donations, and in-kind giving. Four major sources of funding are considered: the federal government, state government, local sources, and foundations. The next section, Using the System, contains guidelines for proposal development. Included here is information for selecting the best funding sources to pursue, building a case for the proposal, and preparing the proposal. Forms include a time line for proposal development, a proposal development format, a sample budget summary, and a sample resume. The final section looks at ways to become involved in policy formation and funding decisions. Contact addresses, sample foundation descriptions and their grants to career guidance, a funded proposal for developing a career resource center, sample letters, preliminary proposal, and a sample time line are included in the appendices. (LLL)

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How to Fund Career Guidance Programs

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HOW TO FUND
CAREER GUIDANCE PROGRAMS

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INTRODUCTION

Not long ago, career guidance was considered unnecessary. For most, a future vocation was determined by their parents' occupations, the offers or contacts of friends or family, or which local businesses were hiring. Although these aspects of career guidance remain important, new options, opportunities, and uncertainties have created new issues. If jobs of the future are uncertain and virtually unlimited, those seeking employment will increasingly need information to assist them in making career choices.

Until the 70's, career guidance was largely confined to secondary schools. As students prepared to leave school and enter the world of work, they were assisted in making entry-level job decisions. Now, when an individual changes jobs every 3-5 years and many future jobs will be different from today's jobs, individuals of all ages need career information. Unforeseen and complex changes in the world economy may make some jobs obsolete or may create new areas of employment. Demographic changes may increase turnover rates. In addition, special populations--the handicapped, incarcerated, disadvantaged, and elderly--are now subjects for career guidance.

Uncertainties in employment of the future and new populations needing career guidance create new demands. Informing individuals of job availabililty is not sufficient. Individuals need to know the skills likely to be useful in the future job market; they must be helped in developing transferable skills; and they must know how their interests, values, strengths, and weaknesses relate to future employment.

The career guidance center of the future will be a complex center of information and discovery. Computer terminals and other technologies will make available previously unimagined qualities and quantities of career information. Assessment programs will be interconnected with career exploration activities and skills development programs. Personal guidance and career guidance will often be indistinguishable. Clients will be of all ages, types, and abilities.

The resources necessary to operate a complete career guidance program are considerable. Information (and materials and equipment for its access and use) is not cheap. Those involved in career guidance are continually faced with getting sufficient funding to acquire effective materials and resources. Most programs must cope with budgetary pressures, making the competition for available funds intense and often frustrating. Those involved in guidance often have high ideals and good intentions, but they are easily distressed because of the inadequacy of available resources. To combine the demands and responsibilities of guidance with the frustrations of fund raising is more than can be reasonably expected.

This handbook maps the territory of funding resources for those in career guidance. As with clients needing information for career preparation and selection, guidance professionals need information to identify funding sources and provide necessary skills to obtain needed funding. Not only is funding available, but procedures to get it are easier than imagined. The information presented here should enable readers to gain resources to provide the program they prefer. Control over program funding means control of a program's quality.

CAREER GUIDANCE: NEEDS, OBSTACLES, AND OPPORTUNITIES

The Chinese curse "May you live in changing times" is often cited by those who are unhappy with their current situation and their prospects for the future. Although change includes loss of the familiar and the comfortable, it also creates opportunities for shaping the future. Undoubtedly, career guidance lives in changing times.

The U.S. Department of Labor projects that the size of the labor force will continue to grow through the 1990s, but that the percentage of growth will decline. Most of this growth will be due to women entering the job market. The number of youth entering the job market will decline steadily through 1995.

At the same time that those entering the job market are expected to have more education, an oversupply of college graduates is expected also. Yet, the more educated members of the workforce are less often unemployed.

Uncertainty about future jobs is considerable. For example, government gasoline regulations after Middle East oil embargoes led to pressure to make lighter, more fuel-efficient cars. This pressure produced declines in the steel industry and growth in the plastics and aluminum industries. Automation and technological advances change employment patterns and needed skills. Fewer people in the future will assemble cars - more will assemble and maintain robots that do. There will be fewer typists and more people doing data entry and word processing. Increasingly, job opportunities are in service areas and not in occupations that produce goods. This suggests that interpersonal skills may be as important to the employee of the future as technical skills were in the past.

It is projected that most job availability will be through replacements. The greatest replacement needs will be in low-status, low-paying service jobs where the greatest increase in job availability is also predicted. The highest turnover rates will be among those who have unclear career goals and enter jobs requiring the least training. Today, the average turnover rate is 3-5 years--faster for those with less education and training.

These projections indicate that career guidance will be needed for those who are about to enter the job market. Training will also be needed in those transfer skills that help individuals make their own career changes and choices. Most individuals needing career guidance will be older than high school age and more often will be changing jobs than seeking entry into the job market.

In this climate, career guidance cannot be just career information for youth about to enter the job market. Individuals of all ages and types need to know the characteristics and expectations for various career options and how to acquire technical skills needed for a job. But they also need to know the skills required in getting and changing jobs. They must know how to learn new skills and change as the job or the labor market changes. Career guidance personnel will coordinate these functions for employees and job seekers of the future.

Career guidance of the future will be a comprehensive program for a varied group of clients in a rapidly changing world. The resources needed for success are rapidly expanding.

Client groups have expanded from 12th graders who weren't going to college to include all age groups--from individuals in elementary school to adults making career changes, to retirees seeking reentry into the job market. Also requiring special skills and resources are minorities, disadvantaged, handicapped, bilingual, incarcerated and other special career guidance challenges which cannot be ignored.

Issues to be faced are no longer just initial job entry; reentry and late entry are increasingly common. Skills in job changing may be as important as entry skills. The ability to adapt to the changing demands of a particular job may be more useful than technical job skills. Skills in dealing with rehabilitation, dislocation, and unemployment are increasingly becoming part of career guidance. Transferable skills that are useful in any job setting (personal conduct, problem solving, attitudes, etc.) also must be a part of career guidance. Assessment of these skills and attitudes has become increasingly complex.

A number of obstacles to a successful career guidance program stand in the way of responding to these needs. Perhaps the most difficult is the least noticeable: inertia. Thus, if career guidance has a secure niche in the guidance office at the local high school, change is slow. A guaranteed supply of clients and no accountability for the outcome of effort makes changing or updating even slower.

According to American tradition, one should make his or her place in the world by hard work. Currently, the public feels that social programs designed to help the needy have not helped them but may have even harmed them and their personal welfare. This creates a strong resistance to programs that appear to assist those who can't or won't help themselves. Although funding to hire a new math teacher may be easy to obtain, a much smaller amount of funding for career guidance materials is often very difficult to find.

Funding for career guidance has never been large. And the circumstances that have created universal need for such guidance have not created increased funding to assist in its provision. For those committed to improving career guidance, one major obstacle to an effective program is insufficient funding. If it were possible to obtain the funds necessary to build an effective guidance program, it would be possible to provide the types of services that are needed and thus demonstrate the value of career guidance. Most funding for career guidance is either part of a school system's or agency's budget or a small portion of the activities of a corporate personnel office. Without additional sources of funding, the services will continue to lag behind the need.

With fewer opportunities available, how will your funding crisis be resolved? Who will take advantage of the opportunities? Funding for any activity does not arise out of a vacuum. Those who make decisions about funding act on the basis of past performance and their perceptions of needs. Concern for job preparation has never been greater. Unemployment is unacceptable, but not so high that other issues are overshadowed. The new generation is deeply concerned with their employability. The job market is changing and is increasingly unpredictable. The ability of the United States to compete in the world economy is a growing concern. The labor supply is in flux. All of these things make the time ripe for attitudes about career guidance to change.

Increasing funding, while an immediate concern, must be built upon changes in attitudes concerning career guidance. The approach to obtaining funds for career guidance must be a systematic one that will generate needed funds and produce measurable outcomes that will change attitudes toward future funding.

WHAT ARE YOUR NEEDS?

The key to obtaining new funding is knowing what you need and why you need it. The most common difficulty is that these areas have not been clearly stated. The first step in seeking funds is a careful program assessment.

Since the field of career guidance is changing and the demands are unclear, this section will review what a successful career guidance program needs.

CLIENTS

The first thing to consider is who your clients are. Don't assume that those you now serve are your only clients; there may be other groups that you should or could be serving. Defining your clients helps define your mission.

In the Current Clients column of exhibit 1, indicate the individuals you are now serving in each of the identified categories. Then, consider possible clients you should or could be serving. Indicate these individuals in the Potential Clients column. For each category in which you have identified clients (current or potential), write the most important need of the members of that group in the Priority Need column. The use of exact numbers in each category is not critical; good estimates will do. When you have completed this exhibit, you will have gained a clearer sense of who you serve now, others who you might be serving, and the needs of each.

MISSION

The goals or mission of your program are the unseen guide for the choices and decisions you make. Knowing your mission will help you keep on course when the forces of circumstance make progress difficult. Identifying the mission of your program may be tougher than you think. Are you working for employers as well as clients? Are you providing information as well as counseling? Are you working for specific short-term goals or do you also consider long-term goals? Where do your tasks start? Where do they end? What constitutes success? A clear sense of your mission and its social value will be a valuable aid in explaining your funding needs to potential funders. Indicate how you, your supervisors, and your clients perceive your mission.

Look at each category of career guidance service in exhibit 2 (pp. 8-10). In the first column, check the services that are an important part of your mission. Complete the entire first column first. Go back and repeat the process, checking those services that you think your supervisors feel are an important part of your mission. Finally, repeat the process in the third column, indicating those services that the people you serve perceive as an important part of your mission.

The next two pages are duplicates of this chart for you to give to 1) your supervisor and 2) a client. This will provide you with some useful external information to compare with your perception.

Look over your checks. Are there places where the checks for the three categories differ? Does this suggest that you should change your mission? All of those involved in your activities should agree on the goals if you are to create a united front to a potential funder.

Here is a sample career guidance program mission statement taken from a needs assessment of a small rural school district:

> The Career Guidance Program exists to develop and improve the life-coping skills and attitudes of children and young adults enrolled in school districts in ____________________ counties.
>
> The program is a partnership of eight participating school districts. As such, its thrust is to meet these students' needs by providing and/or facilitating delivery of necessary supplemental programs and services to those schools.
>
> To address students' life-coping needs, the program seeks to deal with five major career development areas: self-individual and environment; economics-world of work; education and training; employability and work adjustment skills; and decision making.
>
> The Career Guidance process is one that is integrated into a given district's existing curricula. The program lends support to the participating school districts through the following means: staff development, community resources, and materials.

Write a summary mission statement and associated objectives for your program.

Sample Format

Guidance Program
Mission Statement

School ____________________________
Counselor __________________________

Mission Statement

____
____

Annual Objectives

____
____

Approved August 30, \1991
Principal ___________________________
School Board ________________________

Once your clients and mission have been identified, you can identify resources that are needed to achieve your goals.

RESOURCES

Resources can be divided into at least eight categories:

- Trained professional staff/paraprofessional/clerical
- Building space and office equipment
- Printed and audiovisual guidance materials, including assessment materials
- Audiovisual media and equipment
- Computers and guidance software

EXHIBIT 1

ASSESSING YOUR CLIENTS AND THEIR NEEDS

Current Clients		Potential Clients	Most Important Need
______	Male	______	______________________
______	Female	______	______________________
______	Under 18	______	______________________
______	18 - 25	______	______________________
______	26 - 35	______	______________________
______	36 - 50	______	______________________
______	50 and up	______	______________________
______	Minorities (racial or ethnic)	______	______________________
______	Disadvantaged	______	______________________
______	First-time Job Seekers	______	______________________
______	Unemployed	______	______________________
______	Displaced Workers	______	______________________
______	Voluntary Job Changers	______	______________________
______	Bilingual	______	______________________
______	Handicapped	______	______________________
	• physical	______	______________________
	• hearing	______	______________________
	• vision	______	______________________
	• intellectual	______	______________________
	• emotional	______	______________________
	• learning disabled	______	______________________
______	Incarcerated	______	______________________
______	Displaced Homemakers	______	______________________
______	School Dropouts	______	______________________
______	High School Graduates	______	______________________
______	College Graduates	______	______________________
______	Other Pertinent Categories	______	______________________

EXHIBIT 2

SERVICES PROVIDED BY CAREER GUIDANCE PROGRAM

Services	You	Supervisors	Clients
Career Information			
Library Services			
Vocational Assessment			
Personal Assessment			
Career Exploration Activities			
Placement Assistance			
Job-Seeking Skills			
Career Decision Making Skills			
Training in Work Skills or Habits			
Career Planning Skills			
Employment Sevices for Employers			
Personal Counseling			
Vocational Counseling			
Follow-Up			
Research-Student Choice-Job Trend			
Development of Job Opportunities			
Resume Development			
Internships or Cooperative Activities			
• College Selection			
• Financial Aid			
• Job Credential Development			
Other			

EXHIBIT 2

SERVICES PROVIDED BY CAREER GUIDANCE PROGRAM

Services	**You**	**Supervisors**	**Clients**
Career Information	____	________	______
Library Services	____	________	______
Vocational Assessment	____	________	______
Personal Assessment	____	________	______
Career Exploration Activities	____	________	______
Placement Assistance	____	________	______
Job-Seeking Skills	____	________	______
Career Decision Making Skills	____	________	______
Training in Work Skills or Habits	____	________	______
Career Planning Skills	____	________	______
Employment Sevices for Employers	____	________	______
Personal Counseling	____	________	______
Vocational Counseling	____	________	______
Follow-Up	____	________	______
Research-Student Choice-Job Trend	____	________	______
Development of Job Opportunities	____	________	______
Resume Development	____	________	______
Internships or Cooperative Activities			
• College Selection	____	________	______
• Financial Aid	____	________	______
• Job Credential Development	____	________	______
Other ____________________	____	________	______
________________________	____	________	______
________________________	____	________	______

EXHIBIT 2

SERVICES PROVIDED BY CAREER GUIDANCE PROGRAM

Services	You	Supervisors	Clients
Career Information	______	__________	_______
Library Services	______	__________	_______
Vocational Assessment	______	__________	_______
Personal Assessment	______	__________	_______
Career Exploration Activities	______	__________	_______
Placement Assistance	______	__________	_______
Job-Seeking Skills	______	__________	_______
Career Decision Making Skills	______	__________	_______
Training in Work Skills or Habits	______	__________	_______
Career Planning Skills	______	__________	_______
Employment Sevices for Employers	______	__________	_______
Personal Counseling	______	__________	_______
Vocational Counseling	______	__________	_______
Follow-Up	______	__________	_______
Research-Student Choice-Job Trend	______	__________	_______
Development of Job Opportunities	______	__________	_______
Resume Development	______	__________	_______
Internships or Cooperative Activities			
• College Selection	______	__________	_______
• Financial Aid	______	__________	_______
• Job Credential Development	______	__________	_______
Other ________________________	______	__________	_______
______________________________	______	__________	_______
______________________________	______	__________	_______

- Resources for special populations (e.g., non-English materials for bilinguals, tapes for the visually impaired, etc.)

- Planning, research, and staff development funds

- Operating funds and general supplies

Awareness of what is needed in each category will assist in selecting strategies most appropriate in seeking funding.

TRAINED PROFESSIONAL STAFF

Guidance is a relatively labor-intensive business. Successful career guidance requires a well-trained staff of sufficient number to realistically handle available clients. Although this may be obvious, assessing your staffing needs is not as simple now. Different client populations may warrant different types of or differently trained staff members. Working with non-English speaking populations takes bilingual skills; working with handicapped youth is very different from working with homemakers or dislocated adult workers trying to enter the work force. Handicapped individuals will require very different sets of counselor skills and sensitivities. Although a highly specialized staff may be unrealistic, evaluating staffing needs with the clients and mission in mind is important.

Staffing does not mean only permanent full-time professional staff; clerical and support staff are essential and can adequately perform some of the technical functions of a guidance program. In addition, volunteers may be available for some tasks as well. Volunteers with career experiences and skills may be appropriate for tasks normally reserved for formally trained professionals. Shared staff such as library or clerical staff from other departments or areas within your organization may be a way to help overcome inadequate staffing problems. Remember, volunteer and shared staff will have costs associated with their services, and these should be built into your projections of staffing needs and their costs.

Staffing is normally covered by a standing/annual budget. Efforts to expand staffing should begin here since grants normally do not provide for long-term staffing. Keep in mind, however, that one way to increase your staff budget is by adding staff via a funded project and demonstrating that the project works. Impact data from documented results can serve as a basis for a permanent budget request.

Many staff activities in career guidance require skills available elsewhere. One strategy for expanded staffing is to work toward shared positions. Secretarial assistance, audiovisual resources, computer maintenance, library acquisitions, coordination of community volunteers, development of cooperative programs, and coordination of community resources may all be available at reduced cost through the part-time efforts of others in your organization or in your community.

BUILDING SPACE AND OFFICE EQUIPMENT

Important educational programs should not work out of converted space with hand-me-down equipment. Guidance deserves the same space type allocation as other equally important disciplines. Sharing space with a library, for example, may be very useful, but the way in which many career guidance programs have evolved (i.e., after the building was designed, built, and all the equipment ordered) often makes the space inadequate and inefficient. If a great deal of time is spent figuring out where to put things, complaining about things that don't work, wishing for more private space, you should consider expanding your space and equipment.

A period of shrinking enrollment is the perfect time to seek vacated space and office equipment in schools. Creative design for use of underutilized space will make school boards happy and will provide you with needed space. Funds, although small, are available for building construction and renovation through state and federal sources; however, except in areas of substantial population growth, applications for those resources are unlikely to be successful.

One way to get new or renovated space is to make the renovation project a learning experience for vocational education classes. Another strategy for acquiring space may be cooperative arrangements between schools and others involved in career guidance (e.g., welfare organizations, businesses, unions, job service, unemployment agencies), where the underutilized space and equipment may be shared by all, perhaps at nominal cost or free. If all of those who need career guidance resources share one area, the total cost decreases dramatically.

In arranging space and equipment, make sure you have sufficient desks and chairs, a comfortable waiting or browsing area, easy access to the career guidance library, private areas for counseling and assessment, desk and work areas for computer terminals and materials, reading tables for library materials, and adequate storage space for audiovisual materials and supplies.

PRINTED GUIDANCE AND ASSESSMENT MATERIALS

A good career guidance program needs a large variety of high-quality printed and nonprint materials. The specific contents of any given guidance library may vary considerably; however, all should include the following types of materials:

- Appropriate vocational aptitude and interest preference instruments and the materials necessary for scoring, interpreting, and providing guidance to clients
- Career materials tied to subject matter for teacher use
- Materials that describe the variety of available jobs and that provide projections of future employment patterns
- Descriptions of occupations, qualifications, working conditions, local job prospects, and pay scale
- Curriculum materials that tie students' subject matter interests to an occupational information system (e.g., COIN)
- Career paper files with current and updated job information
- Information from your State Occupational Information Coordinating Committee (SOICC)--see address for your state in the reference section
- Armed Forces occupational briefs
- College and university catalogs
- Financial aid books or software
- Technical school catalogs
- Private school catalogs
- Materials on job application and job search skills

- Career decision-making workbooks, filmstrips, and worksheets

- Federal and state civil service information

- Parent materials

AUDIOVISUAL MEDIA AND EQUIPMENT

Many guidance materials are available on film, tape, computer software, filmstrip, micofilm, or microfiche. To use these materials, a library of career-related films, slides, filmstrips, tapes and videos or an annual budget that permits their timely rental also needs to be considered.

COMPUTERS AND GUIDANCE SOFTWARE

Printed materials and audiovisual media will always be needed, but much of what has traditionally been done with these media can now be done better and faster and updated easier by microcomputer. Although the initial cost of computers and software may appear high, in the long run, these materials may be less than or comparable in cost to printed materials.

In addition to the above media and equipment, each career guidance program needs to have an adequate number of computers. Monitors, disk drives, or tape cassette readers are also needed. In some cases, phone line access to other computers is available through a modem. Most software packages are ready to use, and have a full set of supporting materials. Always investigate equipment-software compatibility prior to making any purchases. For larger districts, the new software networking system is very cost efficient.

COIN (Coordinated Occupational Information Network) is one computerized occupational information system. It is organized in six ways: (1) Occupation, (2) School Subject, (3) College Major, (4) School, (5) Appprenticeship, and (6) Military. Each file has complete information for career guidance in an easily accessible form and requires no previous computer experience. Included is the COIN Occupational Interest Profile that assists users in determining which occupations to explore. These materials may be obtained for use on a hard disk system, network, CD-ROM multiple disk system, a microfiche system, and/or a microcomputer search system. The computerized versions are designed to run on the Apple II family and IBM-PC's or compatables.

RESOURCES FOR SPECIAL POPULATIONS

Many resources are needed with the special populations of students/clients who, by law, must be provided with access to services appropriate to their needs. These populations include handicapped people (e.g., visually impaired, hearing impaired, physically handicapped, and so forth); learning disabled, educationally disadvantaged and bilingual people; those in need of vocational rehabilitation, displaced workers and homemakers, and older adults. Special materials, facilities arrangements, and occupational information are necessary to deal adequately with many of the special populations served by your programs. Separate funding sources are available for work with these groups. These are discussed later in this handbook.

PLANNING, RESEARCH, AND STAFF DEVELOPMENT FUNDS

Professionals involved in career guidance, while managing to keep up with existing demands, have little time or resources to conduct program research, even adequate follow-up. One good tactic in seeking funding is to have the funds support planning, development, and pilot implementation of a new or special program, program research, or a follow-up study. Such funds will allow for these additional activities and will enable gains in the overall quality of the program and the feeling of progress that accompanies such program improvement activities.

OPERATING FUNDS

Even if you are fortunate enough to have a well-supplied career guidance program, your operational expenses may not be obvious to those who make up your budget. These include general supplies, maintenance of equipment, materials update, travel, and the costs for necessary professional staff development. Although these would most reasonably be covered by an operating budget, you may want to consider finding supplemental funding to cover some of these costs. With this information, you can move to a specific assessment of the needs for your career guidance program.

The Career Guidance Resource Inventory (exhibit 3) will assist you in assessing your program needs. The needs that you identify can serve as the basis for developing funding proposals. Under each of the need categories (e.g., Staff, Audiovisual Media and Equipment, and so forth), is a question designed to get you to focus on your needs in that category. Answer these questions first. These are followed by a checklist where you should indicate if you have a sufficient supply of the various items in each category (e.g., professional staff, vounteers, etc.). If you indicate that you have needs in an area, specify the type and amount needed. Answer all questions as if you were seeking the **ideal** resources for your career guidance program. If you feel sure you know your needs and their priority, you can skip to the next section.

EXHIBIT 3

CAREER GUIDANCE RESOURCE INVENTORY

1. **Staff**

What is your desired ratio of professional staff to clients? ________

How many hours per week are adequate to complete all clerical tasks? ________

Does your client population have special needs which require special staffing considerations? ________

- Professional staff ________ Need ________ Do Not Need ________

  Special categories of professional competence Need ________ Do Not Need ________

  If need, specify needs and type of staff.

  ____

  ____

  ____

  Hours per week needed ________

- Support staff ________ Need ________ Do Not Need ________

  If need, specify needs and type of skills needed.

  ____

  ____

  ____

  Hours per week needed ________

EXHIBIT 3--*Continued*

- Volunteers ________ Need ________ Do Not Need ________

  If need, identify tasks volunteers could do.

  ____

  ____

  ____

  Hours per week needed ________

- Shared/cooperative staff Need ________ Do Not Need ________

  If need, identify types of shared staff positions you could use.

  ____

  ____

  ____

  Hours per week possible ________

2. **Printed Materials--Information Sources and Assessment Materials**

How many students/clients per year will use expendable materials (e.g., test answer sheets, application forms, and so forth)? ________

What is the largest number of students/clients that might need to use any particular resource at the same time? ________

________	________	________	________	________	________
Resource	Volumn	Resource	Volumn	Resource	Volumn

EXHIBIT 3--*Continued*

Where are your clients likely to seek employment?

- Job applications Need ________ Do Not Need ________

  If need, specify those which you need. (Company and Volumn)

  ____

  ____

  ____

- Testing materials Need ________ Do Not Need ________

  If need, specify assessment instruments needed, answer sheets, scoring materials, interpretation information.

  ____

  ____

  ____

  ____

- Job description and projection materials Need ________ Do Not Need ________

  If need, specify materials needed.

  ____

  ____

  ____

  ____

- Classroom career information (type-volumn-grade level) Need ________ Do Not Need ________

  ____

  ____

  ____

EXHIBIT 3--*Continued*

- Information from your State Occupational Information Coordinating Committee Need ______ Do Not Need ______

  Type ________________ Volumn ________________

- Information on military service and occupational training Need ______ Do Not Need ______

  If need, specify materials needed.

  ____

  ____

  ____

- College and university information Need ______ Do Not Need ______

  If need, specify materials needed.

  ____

  ____

  ____

- Technical school information Need ______ Do Not Need ______

  If need, specify materials needed.

  ____

  ____

  ____

- Government career information Need ______ Do Not Need ______

  If need, specify materials needed.

  ____

  ____

EXHIBIT 3--*Continued*

- Materials on job search skills Need ________ Do Not Need

  If need, specify materials needed.

  ____

  ____

  ____

- Materials on career exploration Need ________ Do Not Need ________

  If need, specify materials needed.

  ____

  ____

  ____

- Materials on career decision making Need ________ Do Not Need ________

  If need, specify materials needed.

  ____

  ____

  ____

- General occupational resource information Need ________ Do Not Need ________

  If need, specify materials needed (type-format-grade level).

  ____

  ____

  ____

EXHIBIT 3--*Continued*

- Staff development materials Need ________ Do Not Need ________

  If need, specify materials needed.

  ____
  ____
  ____

3. **Audiovisual Media and Equipment**

What proportion of work with your students/clients is in groups? ________

What proportion of your clients have difficulty understanding information presented in written form? ________

What proportion of your clients are likely to enter careers in which they have no prior experience? ________

What proportion of your clients should practice job interviews or work on personal appearance and presentation? ________

Specific Needs

- Movie projectors and screens Need ________ Do Not Need ________

  If need, specify your needs.

  ____
  ____
  ____

- Slide projectors Need ________ Do Not Need ________

  If need, specify your needs.

  ____
  ____

EXHIBIT 3--*Continued*

- Filmstrip projectors Need _______ Do Not Need _______

  If need, specify your needs.

  ____

  ____

  ____

- Tape recorders Need _______ Do Not Need _______

  If need, specify your needs.

  ____

  ____

  ____

- Microfilm readers Need _______ Do Not Need _______

  If need, specify your needs.

  ____

  ____

  ____

- Microfiche readers Need _______ Do Not Need _______

  If need, specify your needs.

  ____

  ____

  ____

EXHIBIT 3--*Continued*

- Videotape camera, recorder, and monitor Need ________ Do Not Need ________

  If need, specify your needs.

  ____

  ____

  ____

- Library of up-to-date films, slides, videos, filmstrips, and so forth Need ________ Do Not Need ________

  If need, specify your needs.

  ____

  ____

  ____

4. **Computers and Guidance Software**

What proportion of the career exploration, guidance, and assessment material you would like to use is now available in computerized format? ________

To what computerized data bases should your clients have access? ________________

____

____

What proportion of your students/clients will be involved in careers in which there will be at least some use of computers? ________

- Computers Need ________ Do Not Need ________

  If need, specify your needs (type, size, brand name)

  ____

  ____

  ____

EXHIBIT 3--*Continued*

- Guidance software Need ________ Do Not Need ________

  If need, specify your needs.

  ____

  ____

  ____

- Career guidance classroom curriculum (type, grade level) Need ________ Do Not Need ________

5. **Resources for Special Populations**

Is there additional information or materials that you could use to work with any special population students/clients?

Need ________ Do Not Need ________

Specify

Population	Materials

6. **Office Equipment and Supplies**

How many staff need work spaces? ________

How many of these need to be private? ________

EXHIBIT 3--*Continued*

How much space is needed for convenient shelving or storage of printed materials?

How much space is needed for their use?

How much space is needed for convenient storage of audiovisual materials?

What is needed for their use?

How much space is needed for computer use?

How many clients are you likely to have in your area at any given time? ________

Do you work with groups, or only individuals? ________
Groups? __________ percentage Individuals? __________ percentage

Are there special considerations for the population of students/clients with whom you work?

- Desks and chairs Need ________ Do Not Need ________

  If need, what are your needs?

- Library space for access to guidance materials Need ________ Do Not Need ________

  If need, what are your needs?

- Browsing area with tables and chairs Need ________ Do Not Need ________

  If need, specify needs.

EXHIBIT 3--*Continued*

- Storage space for equipment, supplies and materials Need ________ Do Not Need ________

  If need, specify needs.

- Private consultation and testing space Need ________ Do Not Need ________

  If need, specify needs.

- Filing cabinets Need ________ Do Not Need ________

  If need, specify needs.

- Computer work space, tables, chairs, supplies, outlets Need ________ Do Not Need ________

  If need, specify needs.

- Audiovisual area Need ________ Do Not Need ________

  If need, specify needs.

- Group meeting or assessment space Need ________ Do Not Need ________

  If need, specify needs.

Following are three diagrams (figures 1, 2, 3) of career guidance centers with varying available space. On the blank page, draw a plan for your desired space.

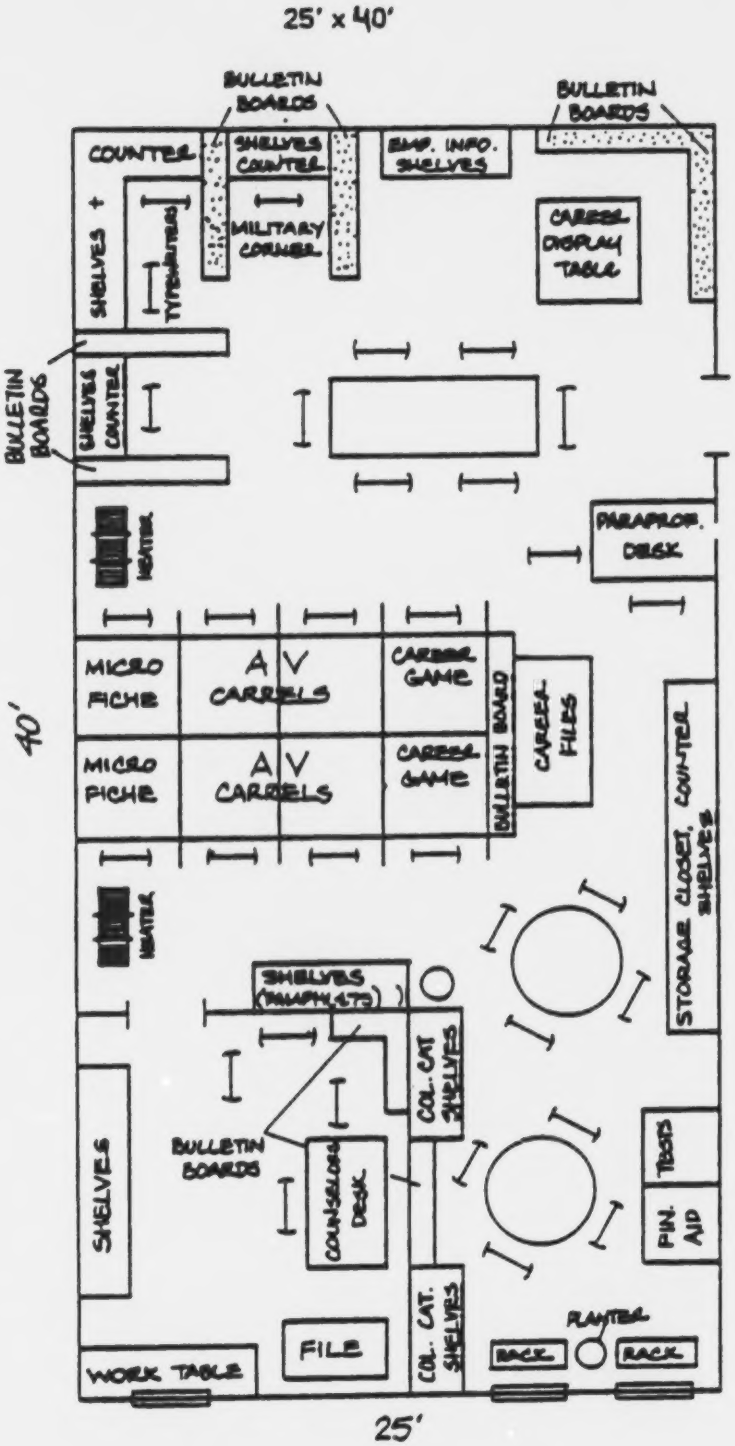

25' x 40'
BULLETIN BOARDS
BULLETIN BOARDS
COUNTER
SHELVES COUNTER
EMP. INFO. SHELVES
MILITARY CORNER
CAREER DISPLAY TABLE
SHELVES +
TYPEWRITERS
BULLETIN BOARDS
SHELVES COUNTER
HEATER
PARAPROF. DESK
MICRO FICHE
A V CARRELS
CAREER GAME
MICRO FICHE
A V CARRELS
CAREER GAME
BULLETIN BOARD
CAREER FILES
STORAGE CLOSET, COUNTER SHELVES
40'
HEATER
SHELVES (PAMPHLETS)
COL. CAT. SHELVES
BULLETIN BOARDS
COUNSELORS DESK
SHELVES
TESTS
FIN. AID
COL. CAT. SHELVES
PLANTER
RACK
RACK
FILE
WORK TABLE
25'

Figure 1. Average floor plan

BEST COPY AVAILABLE

22' x 23'

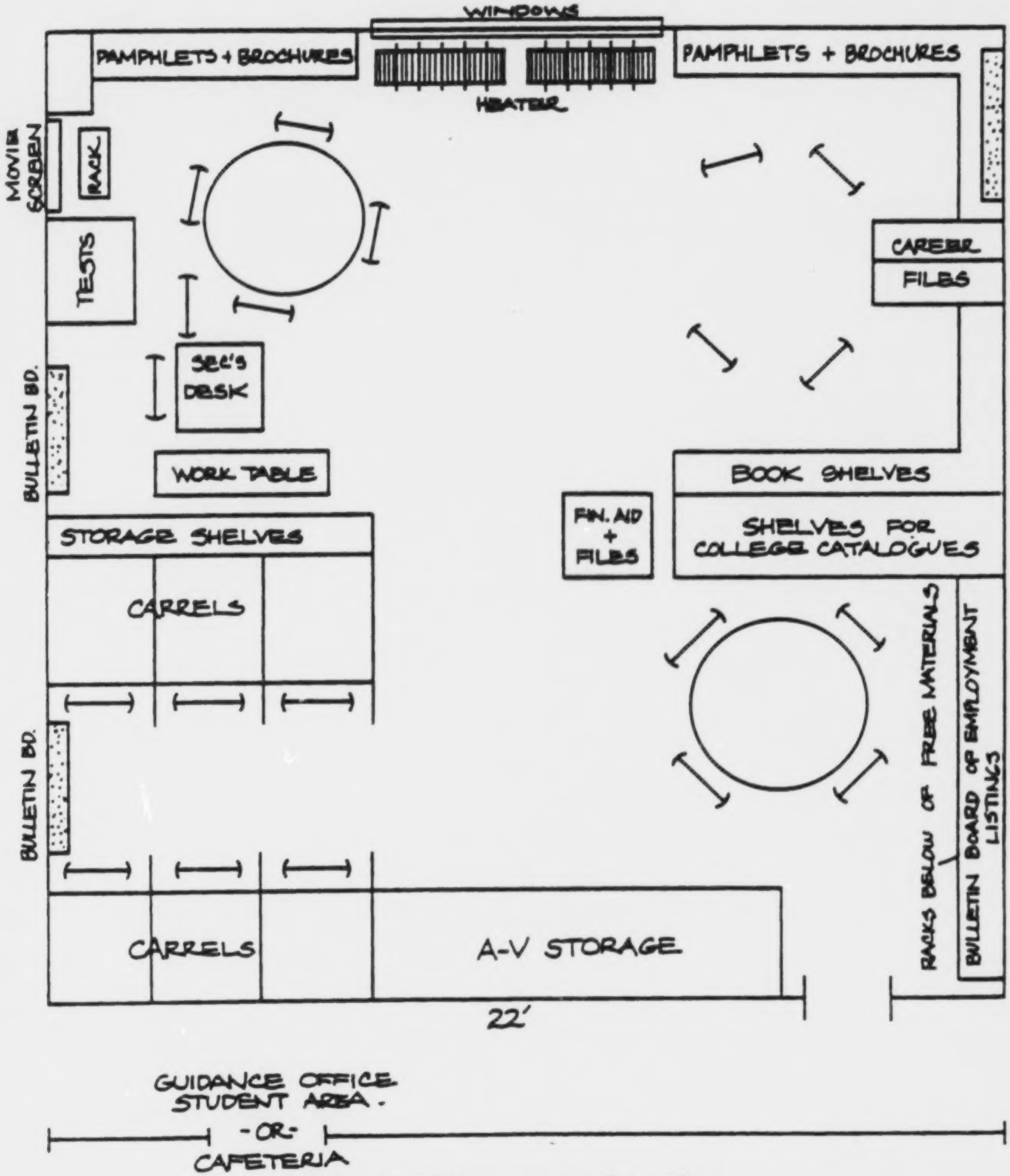
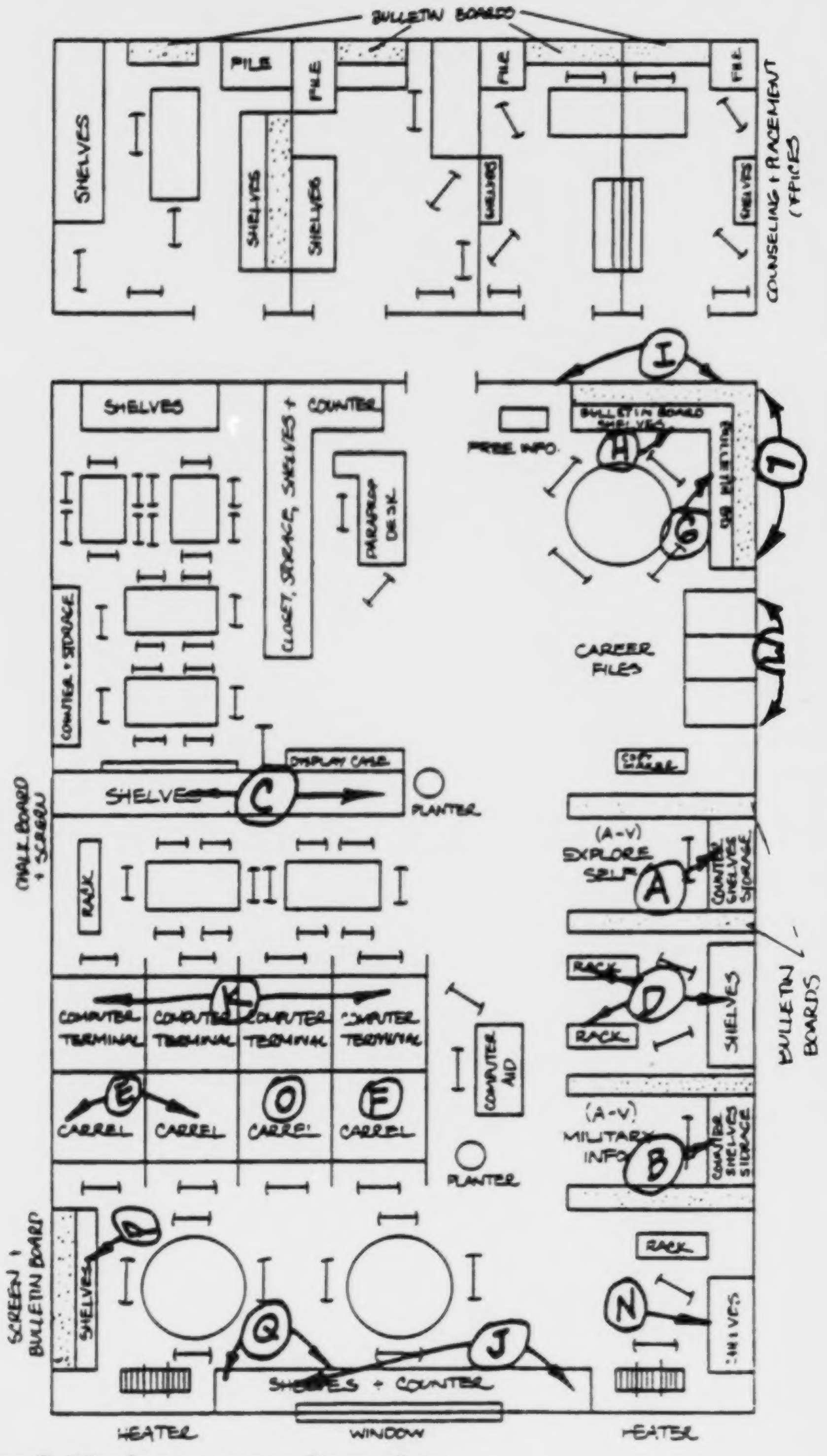

WINDOWS
PAMPHLETS + BROCHURES
HEATER
PAMPHLETS + BROCHURES
MOVIE SCREEN
RACK
TESTS
CAREER
FILES
SEC'S DESK
BULLETIN BD.
WORK TABLE
BOOK SHELVES
FIN. AID + FILES
SHELVES FOR COLLEGE CATALOGUES
STORAGE SHELVES
CARRELS
RACKS BELOW OF FREE MATERIALS
BULLETIN BOARD OF EMPLOYMENT LISTINGS
BULLETIN BD.
CARRELS
A-V STORAGE
22'
GUIDANCE OFFICE STUDENT AREA -
-OR-
CAFETERIA

Figure 2. Minimum space floor plan

30' x 60'


BULLETIN BOARDS
FILE
FILE
FILE
FILE
SHELVES
SHELVES
SHELVES
SHELVES
SHELVES
COUNSELING + PLACEMENT OFFICES
I
L
SHELVES
CLOSET, STORAGE, SHELVES + COUNTER
PARAPROF DESK
FREE INFO.
BULLETIN BOARD SHELVES
JOB BULLETIN
H
G
CAREER FILES
M
COUNTER + STORAGE
DISPLAY CASE
SHELVES
C
PLANTER
CHALK BOARD + SCREEN
RACK
(A-V) EXPLORE SELF
A
COUNTER SHELVES STORAGE
BULLETIN BOARDS
RACK
D
RACK
SHELVES
K
COMPUTER TERMINAL
COMPUTER TERMINAL
COMPUTER TERMINAL
COMPUTER TERMINAL
COMPUTER AID
E
O
F
CARREL
CARREL
CARREL
CARREL
PLANTER
(A-V) MILITARY INFO
B
COUNTER SHELVES STORAGE
RACK
SCREEN + BULLETIN BOARD
SHELVES
P
Q
J
N
SHELVES
SHELVES + COUNTER
HEATER
WINDOW
HEATER

Stations

A – Self-awareness materials
B – Armed forces information
C – College/university information
D – Trade/technical school information
E – Career games
F – State occupational information system
G – Occupational briefs
H – Job application skills
I – Local employment opportunities
J – Occupational resources
K – Computer-assisted guidance
L – Community affairs
M – Career files
N – Undecided corner
O – Filmstrip collection
P – Emerging occupations
Q – Federal and state civil service

Figure 3. Maximum space floor plan

CAREER GUIDANCE CENTER FLOOR PLAN
SCALE 1 SQUARE = 5'

EXHIBIT 3--*Continued*

7. **Planning, Research, and Staff Development Funds**

What resources and funds are needed for program planning?

What types of research (e.g., follow-up) would you like to do?

What resources and funds would be needed to do it?

What would be the ideal time to invest in program development?

What resources and funds are needed?

What proportion of staff time should be invested in staff development?

What resources and funds would be needed?

Go back and make changes that this might indicate in any of the previous categories of needs.

8. **Operating Funds**

What is your current budget? (list by whatever system it is currently appropriated)

Estimate the difference between that budget and that needed to support the program you have outlined above.

EXHIBIT 4

WISH LIST

Make a list of those things that you have indicated are needed. List only those items that you can't expect to get through normal budgetary channels. This is a "wish list".

Staff

Printed Materials

Audiovisual Media and Equipment

Computers and Guidance Software

Resources for Special Populations

Space, Office Equipment and Supplies

Planning, Research and Development Funds

Operating Funds

Priorities

Review your "wish list" and rank the items from most needed to least needed.

Most - 1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
Least - 20.

This list will serve as the basis for developing your funding proposals. Although you may be unrealistic to assume that you will obtain funding for all of your "wishes", it is the spirit of this booklet that the funds are available somewhere for all that you need. The remainder of this booklet will show you what is available and will help you get it.

TYPES OF FUNDING

You may seek several types of support. The types of items you need and the places you approach will determine which of the following categories of proposals will be appropriate for you:

- **Major Grant Proposal:** Major funding is in the form of a proposal seeking a large sum of money. Most funders expect proposals such as those described later in this book. Such proposals are fully documented, justified, and detailed. Many people probably do not get involved in seeking funding because completing such a process is so unpleasant. In what follows, you will see that the process is not so awful, but you should realize that other alternatives may meet your needs.

- **Mini-grants**: Many proposals are for a specific item, a small group of related items, or a relatively small amount of money. Most people realize that several hundred dollars of staff time required to prepare a grant proposal does not justify something that costs $1,000. Many organizations and corporations have mini-grants, or grants for limited amounts of money or for specific acquisitions. The proposal process for this is much abbreviated. Each funder has guidelines for mini-grants and you should know and follow these guidelines. Most will resemble the preliminary proposal described later.

- **Excess Property/Corporate Donations:** Many organizations have supplies, equipment, or facilities that they no longer need. These may be sold, auctioned, or given away. They also may be neglected, waiting for someone to ask for them. Some distribution systems for such items are quite organized (e.g. government surplus), but most are ad hoc.

  A related source of needed equipment or supplies is businesses that produce items you need. Many corporations regularly give products to those deemed worthy and appropriate in the community.

  In both cases, the only way to find these goods is to look for and directly approach prospects in your community that relate to your identified needs. Most businesses have a public relations department that can tell you who to contact. Proposals may be unnecessary or may be similar to a mini-grant request.

- **In-Kind Giving:** Many individuals, groups, and corporations provide services according to their expertise at no cost. In-kind giving varies, but is primarily the release of staff from some of their obligations to provide a service. For example, employees may be released to talk about employment opportunities in a particular business; time may be given to help organize a community event; or space may be given for an event. In-kind giving is usually arranged without a formal proposal and by direct contact with the individual who has the authority to provide the service. Many of your needs can be supplied without any financial transaction, thus saving your budgeted funds and enriching your program. (See exhibit 5 for examples of and sources for in-kind services.)

EXHIBIT 5

SOURCES AND TYPES OF IN-KIND GIVING

Types	Best Sources
Supplies and Materials	Businesses that manufacture or sell supplies or materials you need.
Equipment	Businesses that manufacture or sell equipment you need. Businesses that use equipment you need and might have some they no longer need.
Transportation	Companies that provide transportation.
People (time)	
General	Social service organizations, clubs, and businesses.
Experts (share experience and knowledge of careers)	Businesses, social service organizations, and clubs.
(technical assistance)	Businesses whose employees have that knowledge.
	Social Service Organizations

Remember, there is no substitution for the yellow pages of the telephone directory for information on potential sources of in-kind giving.

SOURCES OF FUNDING

If you wanted to buy a new car, you would first need to know something about the types of cars available, their features, and their costs. Before making a choice, you would combine that information with your needs and resources. Seeking funding for your career guidance program is similar. Many sources of funding are available, each with its own features, targets, procedures, and accessibility. Before you begin to seek funding, consider available sources and compare them with your assessed needs. Satisfying all your needs may require several varieties of funding; one funding source may not be enough. Four major sources for funding should be considered: the federal government, state government, local sources, and foundations.

FEDERAL FUNDS

The federal government is increasingly providing funding to individual agencies or school districts rather than state agencies. The states or the schools are given general guidelines for types of funding, but there are relatively few restrictions on specific expenditures. To compensate for this relative freedom given to states and schools, federal laws are beginning to require that the state group that plans for expenditure of funds represent all constituencies that must work together to produce successful programs. Two major pieces of legislation affecting career guidance reflect this changing pattern: the Carl D. Perkins Vocational Education Act of 1990 (P.L. 101-392) and the Job Training Partnership Act (JTPA) of 1982 (P.L. 97-300). Other federal legislation is also described in the following section.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1990

The Perkins Act is the primary legislation affecting all vocational education and, consequently, much of career guidance. The act directs the operation of (1) State Boards of Vocational Education that are responsible for state vocational programs, and (2) State Councils on Vocational Education that are responsible for developing state plans for vocational education. Each council consists of thirteen members, seven from the private sector. Five represent business, industry, and agriculture (including one representative of small business and one private sector member of the state job training coordinating council of JTPA) and two represent labor organizations. The council also includes six members representing secondary and post secondary vocational institutions and career guidance and counseling organizations (at least one is from special education).

The Perkins Act suggests many uses for funds but leaves specific decisions to the states and local schools. The new 1990 reauthorization focuses more heavily on providing funding for specific target groups whose vocational needs are deemed to be great. The act specifically excludes the use of funds for maintaining existing vocational programs and directs expenditures toward areas of greatest need.

CARL D. PERKINS ACT
PUBLIC LAW 101 - 392

Major Guidance And Counseling Provisions
Provision: Title III, Part C, comprehensive career guidance and counseling Provisions. Section 306.

Sections 321, 322, 323. Part C Comprehensive Career Guidance and Counseling Programs. All programs are to be organized and administered by certified counselors and are to be in accord with the State Plan. The law directs such programs to assist individuals:

"(1) to acquire self-assessment, career planning, career decision making, and employability skills;

"(2) to make transition from education and training to work;

"(3) to maintain marketability of current job skills in established occupations;

"(4) to develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skills shortages;

"(5) to develop midcareer job search skills and to clarify career goals; and

"(6) to obtain and use information on financial assistance for postsecondary and vocational education, and job training."

The programs for career guidance and counseling are to work for equal access to all individuals and to enlist the collaboration of all segments of the population. Authorized programs include: instructional activities; activities to ensure quality and effectiveness or career guidance and counseling (including "counselor education..., training of support personnel, curriculum development, equipment acquisition, and State and local leadership and supervision); opportunities for counselors to get experience in business and industry; opportunities for students to become acquainted with business, industry, and the labor market; and training opportunities including those in apprenticeable occupations.

It also directs that experiences and information gained from this part of the law be shared with administrators for the purpose of more effective program planning, and that funds be used to assist in providing State leadership "qualified by experience and knowledge in guidance and counseling."

Uses Of Funds
Section 235 (c). "(2)...grant funds may be used for activities such as -

...(D) guidance and counseling;

...(I) a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training..."

Section 235 confirms that guidance and counseling is an allowable use of basic grant (title II) funds. The former legislation stated that funds could be used for "the improvement and expansion of career counseling and guidance." The new law deletes the "improvement and expansion" language, thereby opening up the possibility that title II funds may be used to support ongoing career guidance programs.

Community Education Employment Centers
Section 364. "Each eligible recipient receiving a grant under this part shall -

...(6) offer student on-site opportunities for assistance with career planning and decision making, employability, entrepreneurial abilities, interpersonal communication skills, and remedial studies..."

Section 365. "Each eligible recipient receiving a grant under this part shall establish in each community education employment center a support system to coordinate services for students, including -

(1) a comprehensive program of confidential guidance counseling providing -
  (A) guidance for career and personal decision making and postsecondary institution placement;

  (B) mentoring and referral to appropriate social services; and

  (C) an accessible counseling service to help parents to focus on enhancement of student education;

(2) an on-site job service office to offer students
  (A) career guidance, development, and employment counseling, which provides information about a broad range of occupations and alternative career paths;

  (B) labor market information, job development, career testing, and occupational placement services for part-time and summer employment, internships, cooperative programs, and part-time and full-time employment opportunities upon graduation; and

  (C) assistance in arranging part-time employment..."

Side Notes: This new national demonstration program is intended to develop a cadre of professionals, including guidance counselors, in the field of vocational education. Under the new program, the Secretary of Education will make grants to higher education institutions with approved vocational education programs (which must be comprehensive and include such disciplines as career guidance and counseling). The institutions will use the funds to pay tuition and provide stipends for experienced, talented vocational educators, including counselors, to pursue full-time graduate studies in a vocational field for up to three years.

State Assessment - Section 113(a).
The new laws state assessment provisions have implications for career guidance and counseling personnel who frequently have information about the occupational needs of students and the capability of programs to help students understand jobs they are preparing to enter. In addition, it mandates that representatives of guidance counselors must be consulted in the development of objective criteria governing the assessment.

State Standards And Measures And State Committee Of Practitioners - Section 115.
These new provisions requiring States to develop and implement standards and measures of performance have implications for guidance counselors. The types of performance measures cited in section 115(b) (2) - students' progress in achieving occupational skills and placement into additional training, for example, relates directly to career guidance counselors. In addition, guidance counselors are re-

quired to be consulted in the appointment of the State Committee of Practitioners, a group that has two important functions under the act: (1) reviewing, commenting upon, and proposing revisions to the State's draft standards; and (2) reviewing State regulations pertinent to the Perkins Act (section 512(a)).

Program Evaluation And Improvement - Section 117.

This new provision requires local guidance program leaders to evaluate the effectiveness of their programs each year. Programs that do not show substantial progress must develop local improvement plans that include career development/guidance strategies.

Access For Special Populations - Section 118.

The new amendments expand upon existing provisions guaranteeing guidance and counseling activities for special populations of students. First, the amendments add a requirement that, to the extent practicable, special populations must receive equal access to comprehensive career guidance and counseling programs. Second, the requirement in existing law that students and parents receive information prior to enrollment in vocational education is clarified through new details about what type of information must be provided (placement information, for example). Third, in what might become an expanded role for counselors, the new law requires local guarantees, when appropriate, to help students prepare application to vocational programs. Fourth, as required by prior law, all local recipients of Perkins Act funding must provide these special students with guidance, counseling, and career development activities (conducted by professional counselors) and with counseling to facilitate the school-to-work transition.

State Professional Development Activities - Section 201.

Section 102 of the new Act permits States to reserve up to 8.5% of their allotments for State-level programs and State leadership activities. Among the mandated activities is the provision of professional development for counselors, teachers, and others. This requirement basically directs States to provide inservice and preservice training for teachers, counselors, and administrators from State reserved funds.

Single Parents, Displaced Homemakers, And Single Pregnant Woman's Programs - Section 221.

The new amendments reserve at least 7% of each State's allotment for vocational and preparatory services for single parents, displaced homemakers, and single pregnant women. The law is very particular about the types of activities that can be funded: career guidance and counseling services are required, along with the provision of information and career counseling.

Sex Equity Program - Section 222.

At least 3% of each State's allotment must be used for programs to eliminate sex bias and stereotyping in vocational education and for preparatory services for girls and women aged 14 through 25, to help them support themselves and their families. Comprehensive career guidance and counseling is explicitly mandated; however, as the statement of managers makes clear, the requirement is for the entire State program, not each local program.

Local Applications - Section 240.

Providing vocational education through a coherent sequence of courses is one of the major objectives of the 1990 amendments, and counseling is a key to meeting this objective.

Business-Labor-Education Partnership For Training - Section 332.

The law now permits Part D funds to be used to provide teacher internships in business and labor settings and to bring business and labor representatives into the classroom. Career counseling to help workers retain and upgrade their jobs is a key purpose of this program. The new amendments retain, without amendments, the language in existing law (section 333(a) (2), as redesignated) that specified that funds may be used for "training and retraining of instructional and guidance personnel".

Tech-Prep Education - Section 344.

This new Tech-Prep Educator program, Part E of Title III, supports programs that combine the last two years of secondary vocational education, leading to an associate or two-year degree in a technological, scientific, or industrial field, and ultimately to a job. This amendment requires tech-prep programs to include counselor training and give funding priority to programs with effective placement components. Part E has a maximum authorization of $125 million for fiscal year 1991 and such sum as necessary for fiscal years 1992 through 1995; funds have not yet been appropriated.

Lighthouse Schools - Section 375.

The maximum authorization for the program is $2.5 million for fiscal year 1991 and such sums as necessary for fiscal years 1992 through 1995. Comprehensive career guidance and counseling, including counseling to meet the needs of special populations, is an important part of the lighthouse schools concept.

Materials Development In Telecommunications - Section 412.

One priority this program supports is development, production, and distribution of instructional telecommunications, materials for vocational education and guidance and counseling. NONPROFIT educational telecommunications entities are ELIGIBLE for grants. There must be projects to develop materials for teacher, administrator, and counselor training and retraining.

Dislocated Worker Training Demonstration Centers - Section 413.

There is a new emphasis on assessment, counseling, and placement services for dislocated workers.

Federal Correctional Institutions Program - Section 417.

The new section 417 gives the Secretary of Education the authority to make grants to federal correctional institutions, in conjunction with schools, community-based organizations or business and industry, to provide education and training for their inmates. Guidance and counseling programs are among the services that may be supported with federal funds.

Model Programs For Skilled Trades - Section 419 (b).

Regional centers must provide career counseling as part of their programs.

Cooperative Demonstration Programs - Section 420A.

The Secretary shall disseminate the results of the programs and projects assisted under this section in a manner designated to improve the training of teachers, other instructions personnel, COUNSEL-

ORS, and administrators who are needed to carry out the purposes of this Act.

Agricultural Action Centers - Section 420A(a).
Supports model programs that address the vocational counseling and related needs of farmers and others adversely affected by farm downturns. Crisis counseling and VOCATIONAL COUNSELING ARE REQUIRED components of these programs.

Definition Of 'Curriculum Materials' - Section 521.
The term 'curriculum materials' means instructional and related or supportive materials...and appropriate couseling and guidance materials.

AUGUSTUS F. HAWKINS HUMAN SERVICES REAUTHORIZATION ACT OF 1990

Title I, Subtitle B of this Act authorizes Head Start Transition grants for programs to assist low-income elementary school students grades kindergarten through 3. The Secretary of Health and Human Services shall arrange with the Secretary of Education to coordinate these programs with the programs established under the Follow Through Act to enable local educational agencies to submit a single application for funding under both programs.

Title III authorizes the funding of operational costs of After School Care Programs.

Title IV. Any instructional activity shall be carried out on the campus of an institution of higher education and shall include (among other components) enrichment instruction and information on matters relating to the well-being of youth, such as educational opportunities and study practices, the prevention of drug and alcohol abuse, health and nutrition, career opportunities, and job responsibilities for low income youth.

Title VI. Programs directed to disadvantaged persons between the ages of 14-25. Services may include assessment and development of employability plans, remedial education, motivational activities, life skills instruction, community service, mentoring, access to information on available financial aid, campus visits, career education cultural enrichment, and employment training, placement, and follow-up.

Title IX--Coordinated Services for Children, Youth, and Families

Section 901. This title may be cited as the "Claude Pepper Young Americans Act of 1990.

Section 902. Among its findings, Congress indicated that the family must be supported and strengthened and that when a family is unable to ensure the satisfaction of basic needs of children and youth, it is the responsibility of society to assist the family.

Subtitle A, Chapter 1. Among the functions of the Commissioner are the requirements to assist in the establishment and implementation of programs designed to meet the needs of young individuals (birth to 21) for supportive services including--

- o health and mental health services;
- o housing and shelter assistance;
- o education and training services;
- o foster care;
- o teen parenting support;
- o child care;
- o family support and preservation;
- o teen pregnancy prevention and counseling;

- o counseling on the effects of violence in the communities of such individuals and their families;
- o recreational and volunteer opportunities;
- o comprehensive early childhood development.

Support services include: child care, early childhood development and intervention programs; employability development services (including skill training); educational services, such as scholastic tutoring, literacy training, and GED services; nutritional education; life management skills training; peer counseling and crisis intervention, family violence counseling and referrals for such services; referral for substance abuse counseling and treatment referral; and referral for primary health and mental health services.

NATIONAL APPRENTICESHIP ACT

To be eligible for registration/approval by an appropriate agency, an apprenticeship program must conform to the following standards:

- o the program is an organized, written plan embodying the terms and conditions of employment, training, and supervision of one or more apprentices in the skilled trade and is subscribed to by a sponsor who has undertaken to carry out the apprentice training program

- o the program standards contain the equal opportunity pledge and, when applicable, an affirmative action plan, and 22 additional provisions. Some of the provisions are the following:

- the employment and training of the apprentice in the skilled trade

- a term of apprenticeship, not less than 2,000 hours of work experience, consistent with training requirements as established by industry practice

- an outline of the work processes in which the apprentice will receive supervised work experience and training on the job, and the allocation of the approximate time to be spent in each major process

- provision for organized, related and supplemental instruction in technical subjects related to the trade, with a minimum of 144 hours per year of apprenticeship recommended

- a progressively increasing schedule of wages to be paid the apprentice consistent with the skill acquired

- periodic review and evaluation to the apprentice's progress in job performance and related instruction; maintenance of appropriate progress records

Counselors who work with youth in high schools or enrollees in other programs need to be familiar with these standards for apprentice programs in order to assist their clients in entering the programs. It is particularly important for counselors who work with minorities and women, as these groups traditionally have been excluded from apprenticeship programs.

WORK PROGRAMS AND JOB SEARCH REQUIREMENTS FOR AFDC RECIPIENTS

Title II–Job Opportunities and Basic Skills Training Program

Section 201 requires that each state will operate a job opportunities and basic skills training program for needy families with children. The state must require that all recipients of aid to families with dependent children (AFDC) recipients participate in the program, although numerous exceptions are listed (e.g. illness, incapacity, advanced age, providing care for a child under 3 years of age).

Part F–Job Opportunities and Basic Skills Training Program

Section 481 indicates that the purpose of Part F is to assure that needy families with children obtain the education, training, and employment that will help them avoid long-term welfare dependence.

Services and activities that must be part of the program are:

1. educational activities (as appropriate), including high school or equivalent education (combined with training as needed), basic and remedial education to achieve a basic literacy level, and education for individuals with limited English proficiency;
2. job skills training;
3. job readiness activities to help prepare participants for work; and
4. job development and job placement.

Each program must also include at least two of the following:

1. group and individual job search
2. on-the-job training
3. work supplementation programs
4. community work experience programs

REHABILITATION ACT OF 1973

As Amended by
THE REHABILITATION AMENDMENTS OF 1978 AND 1984

The heart of the State Vocational Rehabilitation agencies is the rehabilitation counselor whose basic skills revolve around the provision of guidance and counseling. The counselor in this instance needs to understand the many issues of disability in addition to a knowledge of the world of work, occupational information, career and education development, and more. With the passage of the Education for All Handicapped Children Act (PL-94-142), acquaintance with the relevance of counseling and guidance to the rehabilitation legislation becomes even more important. Guidance personnel at the elementary and secondary school levels and guidance workers in other settings need to become better prepared to deal with more handicapped students and develop an awareness and closer ties with local rehabilitation agencies in order to make appropriate referrals for vocational rehabilitation services.

Title I. Vocational Rehabilitation Service

Implications for guidance and counseling are covered from the standpoint of planning and supporting program management functions. This is especially vital in assessing, selecting, and organizing resources in the community.

Section 102 ensures that the "individualized written Rehabilitation Program" required be developed jointly by the vocational rehabilitation counselor and the handicapped person (or in some cases, his/her parents or guardians). This required planning is essential and reinforces good guidance and counseling principles in that the counseling process involves close two-way relationships between client and counselor. The need for planning involves the selection of a career development theory on which the program will be based as well as assessment of needs and specification of objectives that clients will attempt to meet.

A wide range of services are available to the eligible client, with counseling and guidance among the most important. Section 104 includes the following services: evaluation of rehabilitation potential including diagnostic services for determination of eligibility, and the nature and scope of services to be provided. The section also involves counseling, guidance, referral, and placement services which are necessary to assist such individuals to maintain their employment and services designed to help handicapped individuals secure needed assistance from other agencies, where such services are not available under this legislation.

Also provided for in this section are vocational and other training services for handicapped individuals, which shall include personal and vocational adjustments, books, and other training materials, and services to the families of such individuals as are necessary to the adjustment or rehabilitation of such to the handicapped person. This section emphasizes the implementation role in career and guidance efforts through the direct efforts of the counselor. The counselor may impact upon the client as well as significant others in the client's life.

Title II. Research

As with other counseling and guidance programs, persons serving those with rehabilitation needs must also address innovation, evaluation, and monitoring in the development and implementation of programs addressed to their clients' circumstances.

The provision for research allows for evaluation opportunities as well as means of assessing resources and developing staff. It is in the research and training area that more efforts need to be undertaken in understanding client problems and the improvement of counseling and guidance techniques by rehabilitation counselors.

Title III. Miscellaneous

Guidance personnel need to be aware of the settings in which these clients are apt to be located. The type and extent of the counseling to be provided is based on individual client need. Career goals, potential training, and job placement of the clients may be important objectives.

There are no authorizations specifically earmarked for counseling and guidance. However, this area permeates the entire legislation, and it becomes the responsibility of those in guidance and counseling to apply for funding to implement their programs. The sections listed in this description have ample funds that could, and should, be used for improved and more effective guidance and counseling programs.

Title VI. Employment Opportunities for Handicapped Individuals

The development of job opportunities for and placement of handicapped persons are always among the objectives of a rehabilitation program. To enhance this process, this title was written. Section 611 establishes a pilot program to promote useful opportunities for the handicapped. Guidance personnel should be aware of the possibilities to be gained from this type of job placement when providing guidance to handicapped clients.

Title VII. Comprehensive Services for Independent Living

The implications for counseling and guidance are important for this client group in that the counseling process should begin as early as possible. The issues of severity are relative, and timing to get the client ready for career goals is based on the individual's own needs and potential.

AUGUSTUS F. HAWKINS-
ROBERT T. STAFFORD
ELEMENTARY AND SECONDARY SCHOOL IMPROVEMENT AMENDMENTS OF 1988

Title I. Part A–Basic Programs Operated by Local Educational Agencies Subpart 2–Basic Program Requirements

Section 1011. A local educational agency may use funds for preschool through secondary programs including, among others, the acquisition of equipment and instructional materials; books and school library resources; employment of special instructional personnel, school counselors, and other pupil services personnel; the training of pupil services personnel; parental involvement activities; improving achievement in basic skills; and planning and evaluating programs.

Section 1014. A local educational agency may receive funds only if it makes an assessment of educational needs each year to (1) identify educationally deprived children; (2) identify the general instructional areas on which the program will focus; (3) select the children who have the greatest need for special assistance through the use of written or oral testing instruments; and (4) determine the special educational needs of participating children with specificity sufficient to ensure concentration on such needs.

Part B–Even Start Programs Operated by Local Educational Agencies

Section 1054. Each program shall include (among other elements) the screening and preparation of parents and children for participation, including testing, referral to necessary counseling, and related services.

Part C–Secondary School Programs for Basic Skills Improvement and Dropout Prevention and Reentry

Section 1103. Funds for the BASIC SKILLS FOR SECONDARY SCHOOLS may be used for (among other purposes) the development and implementation of innovative programs involving community-based organizations or the private sector, or both, to provide motivational activities, preemployment training, or transition-to-work activities; to provide training for staff; to provide guidance and counseling activities, support services, exploration of postsecondary educational opportunities, youth employment activities, and other student services; and to recruit, train, and supervise secondary school students to serve as tutors of other students.

Funds for SCHOOL DROPOUT PREVENTION AND REENTRY PROJECTS may be used for (among other purposes) identifying potential student dropouts and preventing them from dropping out of elementary and secondary school; and effective programs designed to identify at-risk students in elementary and early secondary schools.

Subpart 3--Local Targeted Assistance Programs
Section 1531. Targeted assistance programs include programs of training and professional development to enhance the knowledge and skills of educational personnel, including (among others) school counselors and other pupil services personnel.

Section 1532. Authorized activities include the planning, development, or operation and expansion of programs, projects, and activities for training of educational personnel and for guidance and counseling services.

Title II--Critical Skills Improvement Part A--Dwight D. Eisenhower Mathematics and Science Education Act
Section 2002. The purpose of this part is to strengthen the economic competitiveness and national security of the United States by improving the skills of teachers and the quality of instruction in mathematics and science in the Nation's public and private elementary and secondary schools through assistance to State educational agencies, local educational agencies, and institutions of higher education.

Section 2006. Local educational agencies shall use funds for the expansion and improvement of preservice training, inservice training, and retraining of teachers and other appropriate school personnel in the fields of mathematics and science, including vocational education teachers who use mathematics and science in the courses of study they teach.

Each local educational agency shall assure that programs of training, inservice training, and retraining will take into account the need for greater access to, and participation in, mathematics and science programs and careers of students from historically underrepresented groups, including females, minorities, individuals with limited English proficiency, the handicapped, migrants, and especially, gifted and talented children from within such groups.

For demonstration and exemplary programs at the state level, special consideration shall be given to special projects in mathematics and science to historically underrepresented and underserved populations of students, including females, minorities, handicapped individuals, individuals with limited English proficiency, and migrant students, and to programs for gifted and talented students.

Activities may include demonstration, developmental, and dissemination activities of national, statewide, or general significance, including (among others) guidance and counseling activities, including the development of nondiscriminatory tests, designed to ensure educational equity.

Section 5125. Local Drug Abuse Education and Prevention Programs. Funds made available to local or intermediate educational agencies or consortia shall be used for drug and alcohol abuse prevention and education programs and activities, including (among others) drug abuse prevention counseling programs for students and parents, including professional and peer counselors and involving the participation, where appropriate, of parent, or other adult counselors, reformed abusers; and programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other educational personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders.

Title VI--Projects and Programs Designed To Address School Dropout Problems and To Strengthen the Basic Skills Instruction.

Section 6006. Authorized Activities. Local educational agencies may use grants for education, occupational, and basic skills testing services and activities, including (among others), but not limited to, the provision of other educational, occupational and testing services and activities which directly relate to the purpose of this part.

Grants under activities for educational partnerships may be used for (among others) career opportunity and skills counseling, job placement services, and the development of skill employment competency testing programs.

Section 6105. LEAs may use funds to develop and implement innovative programs involving community-based organizations or the private sector, or both, to provide motivational activities, pre-employment training, or transition to work activities.

Additionally, funds may be used to provide guidance and counseling activities, support services, exploration of postsecondary educational opportunities, youth employment activities, and other pupil services which are necessary to assist eligible students.

Title VII--Bilingual Education Programs
Part C--Training and Technical Assistance
Section 7041. Funds shall be used for (among other activities) the establishment, operation, and improvement of training programs for educational personnel for bilingual education or limited English proficient students, which shall emphasize opportunities for career development, advancement, and lateral mobility, and may provide training to teachers, administrators, counselors, paraprofessionals, teacher aides, and parents. Funds shall also be used for the training of persons to teach and counsel such persons. Grants or contracts may be made to institutions of higher education. Preference shall be given to programs that contain coursework in (among other courses) evaluation and assessment.

Title V--Indian Education Part B--Tribally Controlled School Grants
Section 5204. Funds granted by the Secretary of Education to Indian tribes, and tribal organizations, may be used for school operations, academic, educational, residential, GUIDANCE AND COUNSELING, and administrative purposes.

Part C--Department of Education
Section 5302. This part may be cited as the "Indian Education Act of 1988."

Subpart 1--Financial Assistance to Local Education Agencies for the Education of Indian Children
Section 5313. Grants may be used by local education agencies for the training of counselors in counseling techniques relevant to the treatment of alcohol and substance abuse.

Subpart 2--Special Programs and Projects to Improve Education Opportunities for Indian Children
Section 5321. Grants to State and local educational agencies and to tribal and other Indian community organizations may be used to provide (among other programs and services) comprehensive guidance, counseling, and testing services.

Section 5323. Fellowships shall be awarded to Indian students to enable them to pursue post baccalaureate degrees in medicine, clinical psychology, law education, and related fields, and to enable them to pursue undergraduate or graduate degrees in engineering, business administration, natural resources, and related fields. Not more than 10 percent of the fellowships awarded shall be awarded to persons receiving training in guidance counseling with a specialty in the area of alcohol and substance abuse counseling and education.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Guidance personnel, especially those in schools, will be affected in a number of ways by the legislation. They will be called upon to serve the developmental and special needs of handicapped children. Guidance workers will find themselves involved, either by choice or direction, in individual program planning, mainstreaming strategies, program monitoring and the counseling of handicapped students and their parents.

Section 606 is an amendment that deals with the employment of qualified handicapped persons on programs assisted by the act. Unlike other parts of the law, this new section is concerned not only with career counseling for students, but guidance and counseling for handicapped adults who are qualified to be employed in special education or related services.

Section 611 delineates financial resources through entitlements and allocations and is applicable generally to all educational delivery systems including guidance and counseling. Guidance and counseling activities are subsumed through the requirement to establish the facilities, personnel, and services necessary for the programs. Assessing needs will also affect guidance to the extent that children requiring related services must be identified and located. The concept of the least restrictive environment (LRE) is introduced in this section and is a significant aspect of the law for guidance and counseling. Accordingly, if a handicapped child is to be "mainstreamed", he or she will require most direct and indirect guidance services. Assurances are required to be sure that testing and evaluating procedures for evaluation and placement are not racially or culturally discriminatory. Guidance personnel can play a key role in designing these procedures and communicating evaluative results.

Guidance personnel can be expected both to receive and give inservice training. A program information network is required. Guidance personnel can use this means for disseminating significant information to teachers and administrators. Handicapped children enrolled in private schools are also included in this section, and guidance personnel should be aware of a possible impact on them caused by alternative delivery systems (e.g., dual enrollments, direct services, mobile units). The requirement of annual program evaluations (including the IEPs) can involve counselors in planning through team building, formulating goals and objectives, and in evaluating how the plans are implemented. Guidance personnel will be involved in collecting, developing, and organizing information related to the child's educational placement.

Section 618 requires evaluation of efforts under the act. There is a reference here to the number and type of personnel needed to implement special education programs. They will have applicability to guidance planning.

Section 620 defines children with specific learning disabilities. Guidance specialists who provide services to some of this handicapped group can become involved in program planning and implementation for them.

Section 631 of the original act was amended in Section 308 of the 1986 Amendments to provide for assisting institutions of higher education in training personnel for careers in special education and early intervention, including related services (which would include guidance and counseling) to handicapped children and youth in educational settings.

Section 501 amends Section 641 of the original act to include provisions for research projects in ten areas. The area of most interest to counselors is the following: the development of assessment techniques, instruments (including tests, inventories, and scales), and strategies for measurement of progress and the identification, location, and evaluation of infants, toddlers, children, and youth with disabilities for the purpose of determining eligibility, program planning, and placement for special education, related services, and early intervention development of alternative assessment procedures and processes for minority individuals and those with limited English proficiency.

JUVENILE JUSTICE AND DELINQUENCY PREVENTION AMENDMENTS OF 1988

JJDPA authorized a broad range of activities including federal policy coordination, research, training, and the development and testing of innovative approaches to prevent or treat delinquency. It includes a formula grant program which allocates funds to the states. In return, the states agree to make improvements in their juvenile justice systems, such as placing status offenders (e.g., runaways and truants) in nonsecure programs rather than in detention and removing children from adult jails and lockups. JJDPA accords a high priority to approaches which maintain and strengthen the family unit.

The Runaway and Homeless Youth Act (RHYA) authorizes grants to support runaway shelters, coordinated networks of shelters, and a national hotline. These shelters provide a wide variety of emergency and support services for troubled youth. Shelters attempt to help the youth by immediately notifying parents and by providing individual and family counseling. Services may include aftercare counseling for the family for up to six months.

Section 243 provides for research, demonstration, and evaluation functions. Studies may be conducted on the effectiveness of family-centered treatment programs, special education, remedial education, and recreation.

Section 244 provides for training programs for the treatment of professional, paraprofessional, and volunteer personnel to work with juveniles, juvenile offenders, and their families.

Runaway and Homeless Youth Act Part A–Grants Program

Section 303 amends the Missing Children's Assistance Act to authorize two new eligible grant activities. One is aftercare services; the second is mediation services for divorced or otherwise estranged parents, with the objective of preventing a possible abduction.

Part B–Transitional Living Grant Program

Section 322 provides that applicants for assistance shall propose to establish, strengthen, or fund a transitional living youth project for homeless youth that (among other requirements) provides services (including information and counseling services in basic life skills, interpersonal skill building, educational advancement, job attainment skills, and mental and physical health care) to homeless youth. Applicants must also develop an adequate plan to ensure proper referral or homeless youth to social services, law enforcement educational, vocational training, welfare, legal service, and health care programs.

JOB TRAINING PARTNERSHIP ACT OF 1982

PL 97-300 establishes programs to prepare youth and unskilled adults for entry into the labor force and affords job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment. The act is a training program for the economically disadvantaged and is designed to encourage business, state, and local governments to work together to train and place these workers in permanent private sector jobs.

The act provides formula grants to the states with suballocations to service delivery areas. Training programs in these areas will be designated by PICs in coordination with local elected officials. The act promotes coordination between training programs and employment services by giving PICs planning authority over local employment service operations. Retraining the Job Corps, the act also includes a separate retraining program for dislocated workers who have no reasonable prospect of returning to their prior employment. A separate authorization is included for summer youth employment and training programs for economically disadvantaged persons under the age of 22.

In conclusion, after a decade of growing support for community collaborative career guidance from the federal government, we can see in the Job Training Partnership Act of 1982 a shift to the private sector as the most likely candidate for further increased support. The act, authorizing a wide range of potential private/public sector partnership activities, appears to be an extension of the overall thrust toward increased community involvement and the trend of increased volunteer commitment. The vast majority of these activities, contained in Titles II and III of the act and detailed in the previous section of this summary, point to improvements in career guidance for youth and adults with related needs for training of professionals from all sectors of the community in guidance-related competencies.

To achieve the promise of the Job Training Partnership Act for utilizing all community resources in improving career guidance for disadvantaged youth and adults, employers themselves must become more active in helping to organize PICs and in seeing that the PICs function effectively after they are established. For this to happen, local career guidance leaders from all community sectors must work closely with business leaders to resolve at least three key issues: (1) employers' disillusionment with previous CETA programs and trainees; (2) the tendency of business executives and government staff to misunderstand each other or not work well together; and (3) the lack of training or technical assistance to enable business executives to step into a strange new role. Resolving these issues will make it possible for the private sector to take its rightful place alongside public and volunteer agencies in a true community collaborative enterprise to deliver career guidance to the economically disadvantaged.

SNYDER ACT

This act includes the first mention of the Federal Government being responsible for Indian education. It is stated as "general support and civilization, including education". The act also calls for the suppression of traffic in intoxicating liquor and deleterious drugs.

The 1976 amendment permits Indian postsecondary schools to participate in and receive appropriated funds under any program authorized by the Higher Education Act of 1965 or any other applicable program for the benefit of institutions of higher education, community colleges, or postsecondary educational institutions.

DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989

This act amends the Drug-Free Schools and Communities Act of 1986 to revise certain requirements relating to the provision of drug abuse education and prevention programs in elementary and secondary schools.

Section 5. States shall make grants to public or private nonprofit entities for providing community-based programs of coordinated services that are designed for high-risk youths, including programs that use strategies to improve skills of such youths such as VOCATIONAL AND EDUCATIONAL COUNSELING AND JOB SKILLS TRAINING. Priority is to be given to assisting community action agencies, community-based organizations, parent groups, and other entities which are representative of communities or significant segments of communities and which have the capability to provide such services.

Section 8. Local drug abuse education and prevention programs should employ counselors whose sole duty is to provide drug abuse prevention counseling to students. Programs may include the use of drug-free older students as positive role models and instruction relating to self-esteem, drugs and drug addiction, decision-making and risk-taking, stress management techniques, and assertiveness.

Section 9. Local applications for funding should describe how, to the extent practicable, assistance provided under this title will be used to provide trained counselors, social workers, psychologists, and nurses to carry out drug abuse prevention and intervention activities.

INDIAN SELF-DETERMINATION AND EDUCATION ASSISTANCE ACT

Title II-The Indian Education Assistance Act Part A–Education of Indians in Public Schools (This part amends the Johnson-O'Malley Act of 1934 in Section 202)

Section 4 requires the Secretary of the Interior to approve an education plan that contains educational objectives which adequately address the educational needs of the Indian students before funding any contract of the education of Indians.

The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 include, under Title V--Indian Education, the Indian Education Amendments of 1988, the Tribally Controlled Schools Act of 1988, and the Indian Education Act of 1988. This legislation from 1988 (see discussion included in this document) contains the first specific mention of guidance and counseling as part of Indian education, although guidance and counseling could be interpreted to be one of the auxiliary services required by the 1975 legislation.

AMERICANS WITH DISABILITIES ACT OF 1990

The purpose of this Act is as follows:

1. to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabili-

ties;

2. to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;

3. to ensure that the Federal Government plays a central role in enforcing the standards established in the Act on behalf of individuals with disabilities; and

4. to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

Title I--Employment Section 102. Discrimination
No covered entity (employer, employment agency, labor organization, or joint labor-management committee) shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment.

Title II--Public Services Subtitle A Section 202. Discrimination
No qualified individual with a disability shall, by reason of such disability, be excluded from participation in, or be denied the benefits of, the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.

AUGUSTUS F. HAWKINS HUMAN SERVICES REAUTHORIZATION ACT OF 1990

Title 1 authorizes Head Start Transition grants for programs to assist low-income elementary school students grades kindergarten through 3.

Title III authorizes the funding of operational costs of After School Care Programs.

Title IV deals with activities for low-income youth. Any instructional activity shall be carried out on the campus of an institution of higher education and shall include (among other components) enrichment instruction and information on matters relating to the well-being of youth, such as educational opportunities and study practices, the prevention of drug and alcohol abuse, health and nutrition, career oportunities, and job responsibilities.

Title VI. Grants for programs directed to disadvantaged persons between the ages of 14-25. Services may include assessment and development of employability plans, remedial education, motivational activities, life skills instruction, community service, mentoring, access to information on available financial aid, campus visits, career education, cultural enrichment, and employment training, placement, and follow-up.

Title IX--Coordinated Services for Children, Youth and Families. Assist in the establishment and implementation of programs designed to meet the needs of young individuals (birth to 21) for supportive services including-

- o health and mental health services;
- o housing and shelter assistance;
- o education and training services;
- o protective services;

- foster care;
- teen parenting support;
- child care;
- family support and preservation;
- teen pregnancy prevention and counseling;
- counseling on the effects of violence in the communities of such individuals and their families;
- recreational and volunteer opportunities; and
- comprehensive early childhood development.

Services also include the following: educational and support services provided to assist parents in acquiring parenting skills, learning about child development, and responding appropriately to the behavior of their children; early developmental screening of children to assess needs and to identify specific types of support that may be provided; outreach services; community referral services; and follow-up services including: child care, early childhood development and intervention programs; employability development services (including skill training); educational services, such as scholastic tutoring, literacy training, and GED services; nutritional education; life management skills training; peer counseling and crisis intervention, family violence counseling and referrals for such services; referral for substance abuse counseling and treatment referral; and referral for primary health and mental health services.

Commissioner to make grants to States to distribute to local agencies to provide services designed to facilitate the provision of comprehensive community based services that are efficient, coordinated, and readily available through such activities as case planning, case management, intake and assessment, and information and referral. Among the 17 program purposes listed are the following: promote the highest quality of educational opportunity, especially through drop-out prevention programs, remediation for young individuals who have dropped out of school, and vocational education; provide effective training apprenticeships and employment opportunities; and promote the participation of young individuals in decisions concerning planning and managing the lives of such individuals.

HIGHER EDUCATION AMENDMENTS OF 1986

Title I--Postsecondary Programs for Nontraditional Students. Supports continuing education for adults in order to reduce unemployment and underemployment, enhance job opportunities, and promote a well-trained, flexible, internationally competitive work force and an education citizenry. Defines continuing education as postsecondary instruction and support services that are designed to meet the educational needs of adult learners.

Part A--Program and Planning Grants
Establishes programs relating postsecondary education resources more closely to the continuing educational training needs of the American work force; to help strengthen the capacity of postsecondary institutions to respond to the continuing education needs of adults, especially adults--

(A) dislocated by technological and economic change;
(B) seeking entry, reentry, or progression in the work force after prolonged absences due to marriage and childbearing;
(C) isolated from educational resources due to age or geographic location;
(D) seeking entry into nontraditional occupations for their race or sex;

(E) receiving aid to families with dependent children;
(F) who are functionally illiterate; and
(G) to support cooperative arrangements between eligible institutions, community-based organizations and private and public sector employers that will facilitate meeting these goals.

Funds for grants can be used for listed activities. Among those listed are the following: educational information, including literacy information, student financial assistance information, and occupational information and counseling services designed to meet the special needs of inadequately served adults and to assist their entry or reentry into continuing education and the labor force. Some funds may be used, at the discretion of the Secretary of Education, to evaluate the responsiveness of continuing education programs to the work and career-related objectives of adults; and to develop or expand educational and occupational information and counseling services to meet the special needs of adults, including information concerning available forms of student financial assistance.

Section 122 provides that no funds will be authorized for this section through FY 1991.

Title IV--Student Assistance. This title authorizes Basic Educational Opportunity Grants (Pell Grants), Supplemental Educational Opportunity Grants, grants to states for state student incentives, special programs for students from disadvantaged backgrounds, special programs for students whose families are engaged in migrant and seasonal farmwork, the Robert C. Byrd Honors Scholarship Program, assistance to institutions of higher education, and special child care services for disadvantaged college students. It also extends the guaranteed student loan program, work-study programs, and direct loans to students in institutions of higher education. A demonstration project on income contingent direct loans is authorized and a new part (F) added to define the need analysis for student assistance.

Part A--Grants to Students in Attendance at Institutions of Higher Education

Section 417A provides for grants and contracts designed to identify qualified individuals from disadvantaged backgrounds, to prepare them for a program of postsecondary education, to provide support services for such students who are pursuing programs of postsecondary education, and to train individuals serving or preparing for service in such programs and projects. Institutions of higher education, public and private agencies and organizations, and in exceptional circumstances, secondary schools are eligible recipients of the grants and contracts.

Section 417B provides for a Talent Search program designed to identify qualified youths with potential for education at the postsecondary level and to encourage such youths to complete secondary school and to undertake a program of postsecondary education; to publicize the availability of student financial assistance available to persons who pursue a program of postsecondary education; and to encourage persons who have not completed programs of education at the secondary or postsecondary level, but who have the ability to complete such programs, to reenter such programs. Tutorial services may be included in the programs if such services are not otherwise available.

Section 417C provides for the Upward Bound program designed to generate skills and motivation necessary for success in education beyond high school. Permissible services include (among others): instruction in study skills; personal counseling; academic advice and assistance in high school course selection; tutorial services; activities designed to acquaint youths participating in the project with the range of career options available to them; instruction designed to prepare youths participating in the project for careers in which persons from disadvantaged backgrounds are particularly underrepresented; and programs for students of limited English proficiency.

Section 417D provides for student support services programs. Permissible services include (among others): instruction in study skills; personal counseling; activities designed to acquaint participating students with the range of career options available to them; activities designed to assist students currently enrolled in 2-year institutions in securing admission and financial assistance for enrollment in a four-year program of postsecondary education; and programs for students of limited English proficiency.

Section 501 revises Title V as follows:

Title V--Educator Recruitment, Retention, and Development. Part D--Teacher Scholarships and Fellowships. Subpart 1--Congressional Teacher Scholarship Programs
Section 551 indicates that it is the purpose of this subpart to make available, through grants to the States, scholarships during fiscal years 1987 through 1991 to a maximum of 10,000 individuals who are outstanding high school graduates and who demonstrate an interest in teaching, in order to enable and encourage those individuals to pursue teaching careers in education at the pre-school, elementary or secondary level.

Section 553 provides that states must provide assurances that particular efforts will be made to attract students from low-income backgrounds or who express a willingness or desire to teach in schools having less than average academic results or serving large numbers of economically disadvantaged students.

Section 418A provides for maintaining and expanding existing programs for students whose families are engaged in migrant and seasonal farmwork. Services authorized for the high school equivalency program include supportive services (personal, vocational, and academic counseling; placement services; and health services) and information concerning and assistance in obtaining available student financial aid. Services authorized for the college assistance migrant program include supportive and instructional services (personal, academic, and career counseling as an ongoing part of the program; tutoring and academic skill building instruction and assistance; assistance with special admissions; and health services) and assistance in obtaining student financial aid.

Part B--Guaranteed Student Loan Program
Among the many provisions of this part, Section 421 prohibits discrimination by creditors on the basis of race, national origin, religion, sex, marital status, age, or handicapped status.

Part C--Work Study Programs
Section 441 provides for work study for community service-learning on behalf of low-income individuals and families. The work study programs of community service-learning are to be designed to develop, improve, or expand services for low-income individuals and families or to solve particular problems related to the needs of low-income individuals. Among the services identified are education, including tutorial services.

Section 554 provides that each Congressional Teacher Schclar shall receive a $5,000 scholarship for each academic year of postsecondary education, up to a total of 4 years.

Subpart 2--Christa McAuliffe Fellowship Program

Section 561 indicates that it is the purpose of this subpart to establish a national fellowship program for outstanding teachers.

Section 563 provides that one award will be made in each congressional district of each state. Fellows shall be required to return to a teaching position in their current school district or private school system for at least 2 years following the fellowship award. Awards may be used for (1) sabbaticals for study or research directly associated with the objectives of this part, or academic improvement; (2) consultation with or assistance to other school districts or private school systems; (3) development of special innovative programs; or (4) model teacher programs and staff development.

Summary

As can be seen from the foregoing information, counselors who work with individuals who are planning postsecondary education need to be very familiar with the information in this piece of legislation. This would include high school counselors, college and university counselors, and counselors who work with adults in a variety of programs.

Most of these federal funds are administered by states from federal allocations. For complete information on the amounts of funding available and guidelines for application and use, contact your regional office or the U.S. Department of Education (appendix A-4).

The following Federal Funding Matrix is a quick reference to assist you in identifying some laws which provide funding relevant to career guidance, the types of resources funded, and populations targeted. In each of the resource and population categories, the sections of each law that specifically pertain to a category are identified. If you wish to read the specific provisions of the law, you need only identify the resource or population categories of your interest and look down the appropriate column. Where there is an entry, note the law and the section number. Most public libraries will have bound copies of the *Federal Laws--United States Statutes at Large.* The initial two digit number indicates the Congress that passed the law (e.g., the 1990-91 Congress is the 104th. The numbers go backwards from there by the two year blocks for which Representatives are elected). The second number indicates the position, in order, of that law's passage by that Congress. If your public library does not have the laws, the nearest courthouse should. If that fails, contact the largest local law firm. If they don't have them, they will know the easiest way for you to get them locally. The United States Code has a listing of all federal laws by subject area, with references to pertinent laws. The Federal Register publishes current information on regulations and procedures related to all current laws.

The matrix on the next pages is a quick reference to sections of federal laws which apply to funding in specific areas of interest. If you were interested in staffing, you would find the personnel column on the top of the page and follow it down the page. The sections mentioned are those in the laws (identified in the rows to the left) that refer or apply to funding of staff positions. If you were interested in programs for disadvantaged individuals, you would find the column at the top labeled disadvantaged, follow it down the page, and identify sections which apply to funding of career guidance programs for disadvantaged individuals. If you were interested in staff to work with disadvantaged individuals, you would be especially interested in those sections of laws which are mentioned in both the personnel and the disadvantaged columns.

Once you have found those categories that apply to your funding needs, you can read the appropriate portions of the law and be informed of the legislative intent of the funding you seek.

STATE FUNDS

In addition to being reponsible for distributing most federally appropriated funds, each state has a separate mechanism for the distribution of its own educational appropriations. The state department of education is responsible for all state educational services. A state board of education is reponsible for setting policy and guidelines but is not usually directly involved in funding decisions. Although most state career guidance funds will be handled through education funding, monies are often available through labor, welfare, rehabilitation, health, or other state agencies. Each state is organized differently, both in terms of its departmental structure and its funding patterns. Finding precisely where state funds are available in your state and for what purposes may be more challenging than you initially anticipate. Remember that, in education, state appropriations are either the largest or second largest portion of school budgets in many states; other sources of support are relatively small by comparison. The relative size of state funding holds true for the other areas in which career guidance funding may be available.

In each case of education funding, each school district will be given an appropriation, often based on complicated formulas involving the number of students, relative size of local tax base, number of disadvantaged students, number of special education students, and so on. Typically all state appropriations will be handled through district or county superintendent offices. Career guidance proposals are often submitted through the state department's vocational education or guidance services departments. Funds for projects sponsored by any division of the state department of education are the result of state legislative appropriation or federal funding that is funneled through the state department of education. Specific patterns of allocation can be further determined by policy decisions of the state board of education or by decisions within the state department. Increasingly, appropriations are made specifically for career guidance. In addition, funds may be available for competitive application for special projects.

Information on state funds and procedures for making application may require some digging. Following are some useful approaches:

- Start with your district superintendent's office. In large districts, one individual is often responsible for counseling and guidance programs. Part of that person's job is traversing the maze of state programs, agencies, and procedures.

- Contact your state department of education directly. The state director of vocational education and the state guidance supervisor are your best contacts. The coordinator of Title 1 of the Elementary and Secondary Education Act (as amended), the director of research, and the office in charge of federal resources may also be useful contacts.

- Your state legislator, the clerk of any body of the legislature, or the chairman or clerk of the education committee will be able to provide you with information on impending legislation, budget, recent changes, and names of individuals to assist you in the process.

TABLE 1

FEDERAL FUNDING MATRIX

LAWS	Staff	Building and Space	Printed Material	Audiovisual Media	Computers and Software	Planning, etc.	Research	Professional Development	Operating Funds	Information Access	POPULATIONS	Women	Minorities	Disadvantaged	Handicapped	Unemployed and Displaced	Bilingual	Incarcerated	Displaced Homemakers	Dropouts	Aged/Elderly	Adult/Career Changers	Native Americans	Higher Education	Employment Upgrade	SPECIAL INTEREST
Perkins Vocational Education (P.L. 98 524)	201 204 251 411 441	251 332 411	143(a) 201 204 332 343 411	143(a) 201 209 332 343 411 413	143(a) 201 204 332 343 411 413	112(a) 251 301 333 411	332 402 411 441	332 343 411	201 209 251 332 343	422 423		111(b) 201 311 322 332 343 402 411	321 332 343	113(b) 113(b) 201 301 321 322 332 343 402	112(d) 113(b) 201 301 321 322 332 343 402	251 323 415	203 302 321 332 402	201 402	111(b) 201	201 251	321 322 417	113(a) 201 251 322 402	103		251	2; Statement pose; Title 3 Part D
Job Training Partnership Act (JTPA) (P.L. 97 300)	141 204 205 303 432	205 302	204 205 303 432	141 204 205 303	141 204 205 303		204 452 454		123 204 205 303 432	125 204 205 461 464		141 167	167 Tit. IV	Tit. II	453	201 Tit. III	204	123	453	205	124 302		Tit. IV			2
Education Consolidation and Improvement Act (ECIA)–Chapter 2 (Title V) of the Omnibus Budget Reconciliation Act (P.L. 97 35)	All	All	All	All	All	All	All	All	All	All																
Elementary and Secondary Education Act (ESEA) Chapter I (Title I) (P.L. 97 35)	All Sec.	All Sec.	All Sec.	All Sec.	All Sec.	All Sec.	All Sec.	All Sec.	All Sec.	All Sec.				All Sec.												

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TABLE 1 (continued)

LAWS	Staff	Building and Space	Printed Material	Audiovisual Media	Computers and Software	Planning etc	Research	Professional Development	Operating Funds	Information Access	POPULATIONS	Women	Minorities	Disadvantaged	Handicapped	Unemployed and Displaced	Bilingual	Incarcerated	Displaced Homemakers	Dropouts	Aged/ Elderly	Adult/ Career Changers	Native Americans	Higher Education	Employment Upgrade	SPECIAL INTEREST
Women's Educational Equity Act Title IX (ESEA) amended by 93-380, 94-482, 95-561, and 97-35			C 932 1A				1C	1B		1E		All Sec							1E			1E				
Education for all Handicapped Children Act (P.L. 94-142)	606	607	653	653	653	614			611 612 614	614					All Sec											
Bilingual Education Act (Title VII) (89-10, amended by 91-247, 93-380, 94-273) (Title XIII Part J) (P.L. 95-561)			704c	704c	704c	704a	704a	704b						704a			All Sec.			706c6		704c5				
Library Services and Construction Act (88-269, of ten amended) last by 98-480)	111 601	101 102 112	111 601	101	101	601		101 111 601		109 113				102 109	102 109 111		115	102 111		109	102 109 111		105 114 Tit. IV 401 402 403 414 415	Tit. IV 301		Tit. I 75m, 1985 80m, 1986 85m, 1987 90m, 1988 95m, 1989 Tit. II 50m, 1 yr Tit. III 20m, 25m, 30m, 35m, Tit. V 1m, 1 yr. Tit. VI 5m, 1 yr.

State funding patterns and procedures are diverse and can be relatively difficult for the newcomer. Find someone who is directly involved with the process; this may shorten the time required to find available funds in your state and the procedures in applying for them. (See appendix D for sample letters).

LOCAL SOURCES

Individuals and groups in your area are often the easiest to contact and in the best position to appreciate your needs. The greater the perceived effect of your work with students/clients, the more responsive these groups may be. Many of the activities that need funding are relatively inexpensive (e.g., library resources, microcomputers) or require some cooperation from the local community (e.g., internships, shadowing opportunities, tours, speakers). Tax deductible contributions provide additional incentives to individual and organizational philanthropy.

When working with the local community, develop a resource file. This file should contain a listing of all local groups or individuals who may be helpful, the types of resources they may provide, and a record of contacts with them and the results of each contact. Developing this file requires some effort, but over the long run, it will be very valuable. (See exhibits 6-7.)

SCHOOL DISTRICT APPROPRIATIONS

The most obvious source of local funding is easily overlooked when seeking funding for career guidance. Even in times of tax cutting, there is moderate flexibility in local school district appropriations. At the same time that overall funding may be tightening, the willingness to create funding for worthy projects may be increasing. Do not overlook or underestimate the value of working with the principal or superintendent's office in preparing your budget and program.

BUSINESS

Local businesses have a strong incentive to have well-trained, satisfied workers, so it is in their best interest to support career guidance programs. Possible business contributions include the following:

- Direct financial gifts for specific purchases
- Space
- Gifts of guidance materials, especially those related to their business or industry (e.g., training guides and films)
- Time for employers or employees to make presentations or talk with students/clients
- Gifts of specific products or equipment from their business (e.g., paper from a business supplies company, books from a bookstore, projectors or other media materials from a company that makes them or has old or unused ones, computer hardware from manufacturers or dealers)
- Supportive influence with other potential sources of funding

Many businesses will have an individual or a department that is responsible for its public service or public relations. A phone call can determine who to contact.

In many communities, organizations of businesses or business individuals are involved in social service activities. Such groups as the Chamber of Commerce, the Junior Chamber of Commerce, or local business associations may be particularly interested in supporting you, especially if they can be persuaded that your efforts can produce better workers, higher productivity or a better local economy. (See appendix D for sample letters.)

PARENTS, RELATIVES, SOCIAL GROUPS, AND ALUMNI

People with personal relationships to those receiving the benefits of career guidance are likely to be willing contributors. Contributions may be financial or material, but contacts and time may be of even greater value. Consider the following examples:

- Parent groups are often eager to assist in fund-raising for specific projects or acquisitions.

- Families can be approached for fund-raising assistance.

- Social groups (e.g., fraternal organizations, square dance clubs, bridge groups, senior citizen groups) may not have charitable reasons for their existence, but they often have strong social commitment and are willing to help. They are also good sources for respected members of the community who may be helpful in many other ways.

- Alumni who are pleased with your past efforts are the best advocates and may be the most supportive, financially and otherwise.

LABOR UNIONS

Labor groups are interested in favorably impressing new workers, improving work quality, and improving the status of their members. Most labor unions have an education committee or unit, and personal time and financial resources may be available from union sources. They are most likely to help in providing information and speakers on the role of labor unions in the world of work. Contact your state labor council (usually located in the state capital) or any union local for contacts and information on the types of assistance that the state or national unions may provide.

CHARITABLE, CIVIC, AND SOCIAL SERVICE GROUPS

All of these groups have a commitment to community service. Most are involved in some fund raising for their projects. These groups are often the best sources for volunteer time, low-cost items, and assistance in cooperative projects. Groups that work with youth can be successfully approached for assistance (e.g., Boy and Girl Scouts; youth athletic leagues). Private organizations involved in assessment, employment training, or job placement; senior citizen volunteer programs; school volunteer programs, etc., may be useful sources.

FUND RAISERS

With the permission of the appropriate authorities, fund-raising events may be sufficient for your needs. Some may be related to career guidance (e.g., a job fair where exhibitors pay a fee, a small admission charge, sell refreshments, have a raffle). Others may be such traditional fund raisers as bake sales, car washes, magazine subscriptions sales, dances, or walkathons. Creativity is needed, and

EXHIBIT 6

SAMPLE FORM FOR FUNDING RESOURCE FILE

Organization: A-1 Widget Manufacturing Corporation

Address: Hometown, USA

Phone Number: (911) 555-1212

Contact Person(s): John Doe, Public Relations Director

Funding Possibilities:

Type	Amounts Available	Dates
Cash Grants	Up to $5,000	Application Due Nov. 15
Materials (Office Supplies) Equipment (Used Furniture)	? Make a formal request	Anytime
In-kind (loaned employees to talk on careers related to their business, business tours, supervised internships)	Up to 200 employee hours per year	July 1

Contacts:

Date	Time	Person Contacted	Information/Outcome
9/9/86	10:45 a.m.	John Doe	Positive interest in support as listed above
9/30/86	1:00 p.m.	John Doe	Discussion of grant proposal-interest is positive-make informal but direct

EXHIBIT 7

BLANK SAMPLE FORM FOR FUNDING RESOURCE FILE

Organization:

Address:

Phone Number:

Contact Person(s):

Funding Possibilities:

Type	Amounts Available	Dates

Contacts:

Date	Time	Person Contacted	Information/Outcome

results are best when the purpose of the fund raiser is well advertised.

FOUNDATIONS

Because of increasing individual and corporate wealth and the tax advantages foundations provide, the numbers of foundations and their assets are increasing more rapidly than ever before. By law, foundations must give away a percentage of their assets each year if they are to maintain their tax-exempt status. Although the total foundation money going to education is small compared to government money, foundations are an increasingly valuable source for funds for specific projects and acquisitions.

Foundations come in all sizes and types, and resources range from a few thousand to billions of dollars. Some foundations will consider any proposal, but most have a special focus or criteria for their projects, often including grant size, type of project, locations, and duration. Many are quite specific about the categories of projects they fund and the types of recipients. Full information on foundations is available in **The Foundation Directory**, found in the reference section of most libraries.

The Foundation Directory has foundations organized by states, and each entry provides names and addresses, sources of funds, purpose and activities of the foundation, financial data including numbers and size of grants, names of officers, a contact person, and information on grant application procedures. In addition, an index has foundations listed by areas of interest and whether the foundation targets a particular locale or gives nationally.

Generally, local or state-based foundations are better sources for small local projects. Major national foundations tend to prefer to fund proposals with potential national impact.

When looking for computers, media technology, or equipment, be sure to look for foundations established by the manufacturers of that equipment. Grants are usually in the form of the equipment you may be seeking.

In some cases, applications from a group of schools or agencies are viewed more favorably than those from individuals, because group applications suggest greater planning and coordinated effort.

Foundations may prove an increasingly useful source of funding. In the 1980's, grants were distributed generally as follows: 35% were to colleges, 50% to private agencies or groups, 10% to schools and 5% to governmental bodies. Clearly funding of career guidance by foundations is increasing. Of the foundations studied that gave grants, 78% of them gave locally and 22% gave to programs outside of their local area.

Appendix B gives the descriptions of several foundations that gave for career guidance activities and a brief description of their funding. (Also see appendix D for sample letters).

USER FEES--COST RECOVERY

Those who are involved in career guidance seldom think of using that program to make money. Although many organizations offering career guidance would strongly oppose charging fees for the service provided, the climate is right for some to begin to consider such an option. If the cost of hiring needed staff or buying needed materials can be paid for with future income from their use, the effect is the same as if independent funding has been obtained.

Cost recovery has the added advantage that, if done successfully, it could be continued indefinitely; whereas, nonbudgetary funding sources end.

Some employment services and agencies have been charging fees for assessment and placement of individuals for some time. The idea of user fees is not new, but their use in an educational or social service context is new. Any ventures into this area are likely to be groundbreaking, but they may be worth exploring.

The following possibilities are limited only by your situation and creativity:

- All facilities and equipment could operate "after hours" or, on a time-available basis, as an employment service. Fees could be charged for assessment, counseling, career exploration courses for clients with whom you do not normally work, employer listings in a position available file, and so on.
- More creative possibilities could be worked out with local employers. For example, they could be asked to pay you a bonus for decreases in absenteeism and turnover or increases in productivity of those who have used your service.
- Facilities and/or equipment could be rented when not in use. For example, computers could be made available to others for a fee or for the cost of picking up your service contract for them.
- Others in your organization or in other organizations may be willing to pay a fee (or commit some of their budget) to cover the costs of services you already provide, thus freeing up some of the funds that are already in your budget. For example, a library might be willing to join in a joint venture where they pay your costs of materials acquisition if those materials become available to others.
- A business or organization may have space available that they would be willing to let you use for little or no cost. This may permit someone else to pay your heat, utilities, or equipment costs.

Although some of these may not be appropriate for some organizations, there may be some ways in which you can use what you have to recover costs and thus, in effect, fund yourself. This can be particularly useful when you can demonstrate that acquisitions you seek have the power to generate funds which will pay for their costs. Be creative. The worst that can happen is that someone will say no. Sometime they will realize that you are serious about making your operation work.

SOURCES OF INFORMATION ON CAREER GUIDANCE FUNDING

- **Federal Register**--Published daily, available from the U.S. Government Printing Office, Washington, DC 20402. Part III is available from the U.S. Department of Education, Office of Vocational and Adult Education.
- **Commerce Business Daily**--A daily list of U.S. Government procurement invitations, contract awards, and opportunities. Published by the U.S. Government Printing Office, Washington, DC 20402.
- **Federal Grants and Contracts Weekly**--A digest of the material in the preceding two listings. Published by Capital Publications,

Inc., 1300 N. 17th St., Arlington, VA 22209.

- **Education Daily**--Once a week it contains a white insert (the Education Daily is blue) called "Money Alert" that reports on funding issues. Published by Capital Publications, Inc., Box 1455, 1101 King St., Suite 444, Alexandria, VA 22209.

- **Funding Resources for Career Guidance**--Available from
  COIN Educational Products
  3361 Executive Parkway
  Suite 302
  Toledo, OH 43606
  1-800-274-8515

- **The Foundation Directory**--A listing of all foundations, their resources, and their funding preferences and patterns. Published by The Foundation Center, 79 5th Avenue, NY, NY 10003. They publish several other useful references on foundations.

- **The Grants Register**--A recording of all grants that have been awarded. Available from the U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402.

- **State Occupational Information Coordinating Committee (SOICC)**--Usually located in the state capital of each state. (See full listing in Appendix A-L.)

- **State Department of Education**--The best source for all information on state funding and the way in which each state handles federal funds. (See full listing in Appendix A-L.)

- **Local School District Office, Superintendent's Office**--Should be the best local source on all state monies and the local handling of all federal monies.

PROFESSIONAL ASSOCIATIONS

- American Association for Counseling and Development (formerly American Personnel and Guidance Association)
  5999 Stevenson Ave.
  Alexandria, VA 22304
  1-800-545-2223

- American Vocational Association
  1410 King St.
  Alexandria, VA 22314
  1-800-826-9972

- The Center for Education and Training for Employment
  Ohio State University
  1900 Kenny Road
  Columbus, OH 43210
  1-800-848-4815

- National Career Development Association (formerly NVGA)
  5999 Stevenson Ave.
  Alexandria, VA 22304
  1-703-823-9800

Go back to the ratings of your needs (pg. 32). Make a list of those things that would best be funded through the following:

- Existing Budget
- Federal Funds (specify the appropriate funds)
- State Funds (specify)
- Local Funds (specify)
- Personal Fund Raising (specify)
- Foundations (specify)
- Cooperative Arrangements (specify)
- Cost Recovery (specify)

Look over the list again. Select three items that will accomplish the following:

- Will most help your program (see "Priorities List" pg. 32)
- Teach you most about actually getting funding from various sources
- Be most likely to be successful

Use these as your models while going through the remainder of this booklet.

USING THE SYSTEM

Funders, regardless of type, are in the business of giving money away, not throwing it away! All funding pools have some guidelines for expenditure, from highly specific categories of funding for key groups or recipients to vague ideas of value that may be in the minds of those making decisions. Success in gaining funding requires that you convince the source that (1) what you propose to do with the funds meets all of their guidelines, and (2) you can do what you propose successfully with some significant and visible results.

SELECTING THE BEST FUNDING SOURCES TO PURSUE

It is not always possible to know the best souces of funds. Your goal is to get as much information as you can to minimize the guesswork in selecting a funding source. You should plan to spend at least as much time becoming familiar with the sources and selecting those best suited to meet your needs as you will spend actually preparing your funding proposal.

For federal funds, the matrix presented earlier will be your best guide. However, these funds are expended primarily through state agencies that have their own special criteria and funding patterns. For this information, you must go directly to those in your state or community who are responsible for the expenditure of these funds.

For state and local governmental funds, the same is true. It may seem reasonable that, given the guidelines of the law and the needs in the community, funds should be expended in a particular way. But there is no guarantee that those who are actually making decisions on the expenditure will agree. Direct information from the source is necessary.

Foundations list their given focus in **The Foundation Directory;** however, this is often subject to considerable interpretation. Their emphasis also may change.

To the extent that the impact of what you propose will be felt locally, local sources are more likely to be responsive to your requests. There is no substitute for personal contacts.

One of the most useful ways to evaluate sources is to evaluate things such as the following:

- Do your needs constitute a neat, integrated package or are they several independent pieces?
- What is the total cost of what you seek? Can those parts easily be viewed as a package?
- What are one-time expenses? What are continuing expenses?
- Are there items which have obvious appeal to a particular source? For example, a computer which might provide some excellent advertising for a local computer store, a set of materials which would be particularly relevant to employment in a local business, or a minority target group which a particular federal law or foundation targets.

- Could the proposal be completed in stages where a small initial grant can be used to prove worthiness and thus enable credible pursuit of additional funds later?

- Might several sources of support be appropriate, using the support of one as leverage to gain the support of others?

Generally, smaller needs can best be met from local sources. Continuing costs are best included in continuing budgetary sources. Larger proposals work best where they have a specific focus that is contingent with that of a foundation or federal or state law or where the proposal can be viewed as an innovative approach that could be used as a demonstration for future dissemination.

There is no substitute for contact with the individuals who will be making the decisions; they have the information. However, they do not want to waste their time and you do not want to waste yours. They will encourage you to apply where it is appropriate, not where it is not.

STEP I: KNOW THE GUIDELINES

Federal laws are translated into rules, regulations, and procedures before they are implemented. These are recorded in the Federal Register. Each federally sponsored program is operated by a group (e.g., federal agency, state board) that has its own procedures and expectations. Most federal funding for career guidance goes through state offices for funding decisions. Final disbursements are often at the local level. State education agencies and local education agencies usually develop their guidelines for funding, procedures for application, and evaluation criteria for grants. Grant requirements of private foundations and local organizations may range from formal to informal. In all cases, the funding decisions are made by people whose criteria and preferences may not be clear from the printed guidlines, so you should try to have as much personal contact with those who will be making the funding decisions as possible. This will enable you to know what the real guidelines and funding targets are and enable them to know that you are a serious and responsible individual who will spend their funds well.

THE APPROACH: WHAT TO ASK THE FUNDER

Identify the appropriate person with whom to talk. This may take several calls. Start with the office of the person at the top. Call and, if possible, make an appointment. Writing is much easier to ignore.

1. Present a brief, clear, and direct statement of the following:

    - Who you are and/or who you represent

    - Why you are seeking funding

    - What you propose to do with the money

    - How much you will need

Have a 1-2 page written summary of your plan that you can leave with the person. (See exhibit 8 as an example of a preliminary proposal format.)

2. Ask if your proposal is within their guidelines, including the funding level. There is no point applying when there is no chance of funding.

3. Ask for suggestions that would make your proposal stronger. This allows you to ask for criteria of their funding decisions without asking directly.

EXHIBIT 8

OUTLINE FOR PRELIMINARY PROPOSAL

(USE THIS FORMAT FOR MINI-GRANT PROPOSALS--
OR ADAPT AS THE FUNDER REQUESTS)

Project Title:

Project Director:

Institutional Affiliation:

Address and Phone Number:

Project Goal: (brief description of what your organization does and what this proposal is designed to accomplish)

Funding: (list of specific requests and costs for each, categorize as below)

- Personnel
- Equipment
- Supplies
- Travel
- Rent
- Utilities
- Miscellaneous

Time Line: (proposed starting date, dates of specific events, and completion)

Means of Evaluation:

NOTE: Example in appendix E

4. Ask if they partially fund proposals. Four organizations that each fund one quarter of your proposal are better than four that fund all-or-none and rate you a close second each time.

5. Ask for a list of previous recipients and copies of their proposals.

6. Ask who you can contact for further assistance or information.

7. Ask for deadlines (e.g., do they make rolling decisions where early submission is desirable?)

OTHER SOURCES OF INFORMATION

- Contact previous applicants, those funded and those not. Ask for information on their proposals and get copies. Learning what the nonrecipients did wrong may be as helpful to you as knowing what the recipients did right.

- Find professional proposal writers and readers within federal, state, and local communities who write or read funding proposals on a regular basis. These people usually have a wealth of information, even if they have dealt with funding sources different from those you are approaching.

- Talk to insiders (people in the organization to whom you are applying). They often have important information. Members of local charitable organizations, members of school boards, state representatives and their staff, U.S. representatives and senators and their staffs, and others may have helpful information and often see it as their business to help now.

STEP II--BUILD A CASE FOR YOUR PROPOSAL

Good proposals are not just written well or according to form, they also document a real need that the proposal will meet in a specified manner and time.

- Define your program goals. Develop a picture of the ideal form of your operation that is realistic but hopeful.

- Identify those socially significant issues that your career guidance program will address (e.g., decreased unemployment, greater job satisfaction, increased productivity).

- Develop a precise model of program operation, including staff/student ratio, specific resources needed, frequency of update, and so on).

- Compare your model with what you currently have.

- Develop a list of your needs.

- Review your current sources of funds. Can any or all of your needs come from these sources? Funding is unlikely if it seems possible for existing sources to meet your needs.

- Separate your program needs into one-time purchases versus continuing needs.

- Package and develop a rationale for those needs you will develop into a proposal.

STEP III--ESTABLISH THAT YOU CAN DO THE JOB

A prime component of all funding decisions is some assurance that the funds will be spent well.

- Develop data that show that you do a great job making the best of the resources you have. People who drag their feet and moan that they are unable to do anything worth doing until they get a certain amount of funding or resources are seen as very risky investments.
- Show that you use (or have used) other sources well and successfully. Data on previous grants, previous special programs, or previous projects will be helpful.
- Describe the supporting resources that you have available to make the funding and your program work. The "Lone Ranger" only gets support after a long history of successes. Consider relationships to libraries, employers, community resources, and other school programs.
- Gain the endorsement of supervisors, possible cooperative participants, and community leaders who may speak for those working to solve social problems (e.g., a local unemployment office director, welfare director, or personnel officer of a large local employer).

STEP IV--PREPARE THE PROPOSAL

If steps 1, 2, and 3 have been done properly, your proposal will almost write itself.

- Provide each funder with the format they expect or prefer (from step 1). Follow the format as successful applicants have in the past.
- Develop the goals and objectives as you have thought them out in step 2.
- Provide evidence that the funding will achieve your objectives (step 3).
- Provide a detailed budget.
- Provide a precise timeline for acquisitions, their use, and task completion. This may include a regular schedule for replacement and update of resources.
- Provide data on your program and the key personnel involved.
- Write clearly, concisely, and succinctly.

BE CREATIVE

Imagine you are in the position of someone from whom you are seeking funds. What would you want to spend your money for? What types of proposals would impress you? What things would give you confidence that people seeking funding would actually spend it well?

Each funding source has people who make decisions based on their values and expectations. But all will be confident about those things with which they are familiar.

- No one is impressed with things they don't understand. Proposals must be clear and concise.
- You should be able to state your project goal in one sentence. Twenty-seven great ideas

and pieces may be a sign of great expectations and creativity, but they also look like a lack of focus and a risky investment.

- Self-doubt impresses no one. Present a picture of confidence in your proposal and your ability to do the job.

- The people reading your proposals will not know much about your specific circumstances. You must tell them enough to make clear why the things that you propose are needed.

- Most people will be impressed with numbers. Data that presents your needs, timetables, specific plans for assessment of effectiveness all suggest that you are well organized and thorough.

- Most funders like to feel that the things they are supporting are valued by someone other than you. Evidence that your program is highly valued and supported will tend to be helpful. Include the following:

    - Letters of support from all those involved in or affected by your program

    - Evidence of volunteer support

    - Evidence of in-kind contributions (equipment or supplies from local businesses, etc.)

    - Evidence of support from other sources (e.g., local giving, special budgetary concessions from within your system, etc.)

    - Evidence that your program is growing and so are its needs and its value

- Funders like to be sure that the needs are real. Include evidence that clients are underserved, space and supplies are inadequate, demands are growing, and so on.

- Most of those administering funds want to feel that they are needed. They will be impressed that you have gotten all the support you can; that you have effectively used available resources; that you are making good efforts to support your program but you have needs which remain unmet.

- Most people understand that problems exist and that people try their best to solve them. They also understand that the best efforts are not always getting the best results. No one wants to fund another project that is doing the same thing that has been done elsewhere and hasn't accomplished much. Funders need to see innovative but reasonable proposals that creatively deal with a real issue. Most people feel that basic business should be covered by basic budgets. Special projects and creative explorations are the stuff of funded projects. Look for ways to put resources together in new ways or deliver services in creative or more efficient ways.

- Most people like to be recognized and appreciated for their efforts. There are anonymous givers, but they are a minority. People appreciate having a facility named after them, having plaques noting their giving, being invited to see what their good work has done, receiving special tours and privileges, or having their efforts noted in the newspaper or newsletters. This type of notice and acknowledgment can be a useful part of getting people in the spirit of giving.

* No one likes to feel hustled or taken advantage of. Your needs should be real; your presentation straightforward; your intentions genuine; your appreciation sincere.

STEP LIGHTLY--STEP QUICKLY

Many funding decisions are made informally, often before or independent of the actual proposal; people will generally provide funding to those they know and trust before they will to unknown individuals or groups with a good idea. No proposal can say everything; personal knowledge, respect, and trust can fill in lots of gaps. Get to know the funders well. This is easiest with local sources. At state and federal levels, it is best to get support from those with authority and contacts who are known and trusted at those levels. Superintendents, state and federal legislators, heads of professional associations or parent groups, may be important resources in your quest for funding. You should get involved with these people so that they will know and trust you. Funding is a "people" business.

TIME LINE FOR PROPOSAL DEVELOPMENT

Following are development steps in the development of proposals:

1. Define program goals/objectives/evaluation
2. Develop model of ideal program operation
3. Identify program needs
4. Review current funding
5. Identify funding needs
6. Draft preliminary proposal
7. Identify potential funders
8. Make contacts - discover guidelines - identify deadlines
9. Develop program effectiveness data
10. Mobilize proposal support
11. Determine appropriate submission targets
12. Draft proposal
13. Circulate proposal for internal review
14. Revise proposal
15. Submit proposal to potential funders
16. Continue informal contacts
17. Receive funding, begin project

Draw a line for each step in proposal development on the following chart (exhibit 9). The line should start at the point where that phase of the activities starts and should end with an arrow where that phase is to be completed. It is useful to put a symbol such as a small square at each point where a specific product is to be completed. Note that steps may overlap and will probably not begin and end in the same order. For example, step 16 (informal contacts) will probably continue for the duration of the proposal development.

The time line will be a valuable reference to keep you on track. Develop it first; refer to it often.

PROPOSAL DEVELOPMENT FORMAT

Your proposal should include the following sections. Check individual funding agencies for specific formats they require.

1. Title Page

    Title of Proposal:

    Funding Source:

    Initiator:

    Project Director:

    Funding Period:

    Total Funds Requested:

    Date Submitted:

2. Abstract

3. Introduction - A. Background and Organization

    B. Statement of Problem

    C. Program Objectives

4. Plan of Action - Activities

    Methods

    Time Line

5. Staff

6. Facilities

7. Evaluation

8. Budget

9. Capacity

10. Resumes of Staff

The following sections will provide space and guidance in preparation of your proposal. Brevity and conciseness is usually best; however, with larger proposals more detail and documentation are usually appropriate.

In each of the spaces in the sections below, write a brief outline of those things which you will include in that section of your final proposal. This is not a final proposal, but it will be the outline from which the final proposal is written.

6

1. Title Page--This will be prepared last--after the budget has been completed, the targeted funding sources identified, and the rest of the proposal completed. In some cases, the Initiator and the Project Director will be the same. If so, enter the same name and affiliation in each spot. The Initiator is the one who is submitting the proposal. The Project Director is the one who will supervise the project when the funds have been received.

2. Abstract--This is a one to two paragraph description of the project and its expected outcomes. The abstract should be written to clarify your purpose before writing any of the rest of the proposal.

When the proposal has been completed, rewrite the abstract for the final proposal. The abstract may not change, but it may change dramatically in the

EXHIBIT 9

TIME LINE FOR PROPOSAL DEVELOPMENT

	1991	1992	1993	1994
STEP	S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A
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2				
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16				
17				

CODE

△ - Milestone - Where a significant part of the task is completed.

○ - Interface - Where one step meets another and must do so in a smooth fashion.

□ - Deliverable - Where a specific product is completed, to be delivered.

NOTE: Example in appendix F

course of writing the proposal. The purpose of the initial writing is to help focus during the proposal writing. Don't feel committed to it at the end.

3. Introduction--

   A. Background and Organization--This section should tell all the pertinent aspects of your situation and organization and provide evidence that your school or agency is an appropriate recipient for these activities.

   Important things to include are history and type of your organization, size of the organization, number of individuals served and types, some indication of your successes, details of your relationship to other organizations that might provide similar services, and nature of your internal organization as it relates to ability to achieve the goals to be described later.

   B. Statement of the Problem--State the services that your organization provides, the nature of the unmet needs that exist in your situation, and summarize the specific problem(s) that your proposal is designed to address.

   C. Program Objectives--Identify the specific outcomes of your project.

4. Plan of Action--

   A. Activities--Describe the methods and procedures that you expect to follow in completing your project. This should be brief, but make clear to the reader what you will be doing with the time and money to achieve the stated objectives.

   B. Methods--Itemize the operational objectives of your project. For each activity that you identify for your project, there should be a full description of what you will be doing to achieve that objective. Each of these items should be numbered. These numbered items will be the timeline to follow.

   C. Timeline--Prepare a timeline for your proposed project. Draw in the appropriate lines (exhibit 10) and markers for each step as you did with the timeline for the development of your proposal.

5. Staff--Identify each of the staff who will be involved in the project and specify their responsibilities and qualifications.

6. Facilities--Describe the facilities where the project will be conducted and discuss any significant features that bear on the successful completion of the project.

7. Evaluation--Discuss the precise methods and procedures you will use to evaluate the effect of the project you propose to undertake. Do this as if you are thinking how you will present your successes for your succeeding funding proposal.

8. Budget Summary--If possible, items should be identified separately under each budgetary category. If the proposal is for a multiyear project, a total budget should be presented, followed by a year-by-year breakdown (see exhibit 11).

9. Capacity--Here you describe your resources

and past achievements in a way which indicates your ability to carry out the proposed project in a manner which will not only be successful but make the funder proud to have been a part of that success. Be positive and confident, not boastful or arrogant. Provide as much data and as little self-congratulation as possible.

10. Resume--(There is no one right form for a resume. The most important thing is to show those who will read the resume that you and your staff are the people who can do the job.) Exhibit 12 is a sample format that you could use.

MAKING YOUR PROPOSAL A WINNER

The following suggestions are a summary version of rating criteria used in proposal evaluation and common weaknesses found in proposals that are not funded. These are turned into suggestions to use in making your proposal strong. Proposals are evaluated for their content. There is also a process by which it is generated and submitted. Success requires attention to both.

Proposal Process

- Get as many good ideas as possible of what you should do.
- Ask all involved individuals to write up "wish" lists.
- Brainstorm with people involved, including clients.
- Consult individuals affected by what you do or who are doing related things for their suggestions.
- Select as a basis for your proposal those ideas which have the broadest support and show the greatest need.
- Create a schedule (timeline) for proposal development. Make it long enough to allow thorough development and review.
- Identify clearly who will have certain responsibilities in the proposal development and who will have authority. Ensure that each individual has sufficient time, support, and resources to complete the job.
- Get the support of all who will be involved in or affected by your proposal. This means arranging for any supplementary budgetary support that may be needed during proposal development and insuring that the planning process is coordinated among all who have a stake in the outcome.
- Involve those who will be responsible for carrying out the proposal in all phases of its development. Outsiders who propose ideas they will not have to carry out are likely to have distorted perceptions of what can be done.
- Develop an internal review process for the proposal. Have one person responsible for the first draft, and a group of reviewers who provide comments for use on the second draft. Outside reviewers will be useful to comment on the appeal of the proposal and may have useful perspectives on the evaluation criteria used by specific funding agencies.
- Make your proposal conform to the form, process, and time table requested by the

EXHIBIT 10

PROJECT TIME LINE FORM

	1991	1992	1993	1994
STEP	S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A
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17				

CODE

△ - Milestone

○ - Interface

□ - Deliverable

EXHIBIT 11

SAMPLE BUDGET SUMMARY

CATEGORY		TOTALS
Salaries and wages		$__________
Professional	__________	
Clerical	__________	
Benefits		__________
Consultants		__________
Travel		__________
Equipment		__________
Books and printed materials		__________
Postage		__________
Telephone and telephone equipment rental		__________
Duplication/media services		__________
Supplies and materials		__________
Other Direct Costs (specify)		__________
Subcontracting expenses		__________
Total Direct Costs		$__________

Indirect Costs (These costs are to cover overhead and administrative costs which are not part of the proposal, but are necessary for proposal operation. Most organizations for funding bodies have standard formulas by which these are computed and acceptable limits for their variation. Consult with funding agencies you intend to approach to be sure you are within their guidelines.)

Total Costs $__________

EXHIBIT 12

SAMPLE RESUME

Name:

Address--Work: Home:

Phone Number:

Educational Background:

Honors and Awards:

Professional Experience:

Leadership Roles:

Professional Competencies:

Publications/Presentations:

Professional Association Memberships:

References:

(Space should be made to include all relevant information in each category.)

funders. It is their money and you must respect them and their procedures.

- Establish personal contact with representatives of the funding agency. Be direct, clear, and cordial. Get the information you want and use it wisely. Don't be a pest by repeatedly seeking information on guidelines, deadlines, and so on.

- Make your proposal look professional. The more impressive the package, the more attention the contents will get. Beware of overdoing it with irrelevant material.

- Recruit and demonstrate as much support for your work as possible. Letters of support are helpful. Personal contacts of respected individuals are better.

PROPOSAL CONTENT

- Be clear and concise. Those reading proposals are busy and don't want to read more than necessary. They also are not likely to give the benefit of the doubt if they can't understand what you are saying. If you have doubts about your writing quality, hire a professional editor to go over it before it is submitted. It will cost a little but be worth much more.

- Be thorough and consistent. Have someone you trust read the proposal and point out what is not clear or not there. This may be humbling, but your proposal will benefit. Make sure that all of the pieces, such as numbers and goals, of the proposal are internally consistent.

- Make the proposal have appeal beyond your specific project. The goal statement should begin with general issues that are important well beyond your program. If your project is one which addresses issues that many people face, then the results of your efforts will multiply the investment of the funder. To establish that your project will have wider appeal, show that you have detailed and specific knowledge of the theoretical and practical issues involved.

- Make sure that your proposal is appropriate. The context should fit with the task; the goals should be attainable; the methods should be shown to have reasonable expectation of success; the timetable should be realistic; and the funding should be adequate, but not excessive.

- Make sure that you have the facilities, staff, and resources to make the completion of the project possible. An important part of many proposals is the management structure within which you work. Show that it has the flexibility to permit you to succeed; show that it has structure enough to ensure adequate oversight. Funders will be particularly concerned with the accounting system you have to monitor the expenditure of their funds.

- Show that there is something special about the time and place of the proposal you are making. Don't pretend to be what you are not, though. It will show!

- Be creative. People who read proposals get tired of reading the same proposals for the same purpose. Something that makes your proposal different will catch their attention. But again, most funders are not big risk takers. They will like a clever new wrinkle but are less likely to fund a radical departure. Creativity is most appealing when those who give money get more than they give. If a little money can create a cooperative arrangement so that you and someone else can both do what you do much better, the money multiplies itself.

- Demonstrate that you have access to the targeted groups and that the program is appropriate for them. This may be trickier than it seems. Demonstrate prior contacts and successes to show you can meet your goals.

- Show specifically how you will evaluate your project. Funders like to know that there will be substantial evidence of the success of their funding. A clear, meaningful, and methodologically appropriate means of evaluation should be in the proposal. This will be particularly important in showing that your project might have some wider appeal.

- Include a dissemination plan. If your program is the success you hope, others should know about it. Include how you will do that in your proposal.

- Personnel make the proposal work. The funder must understand clearly that you have the right people to accomplish the job. Include evidence that displays capabilities, experience, adequate connections and relationships with all those with whom you must work, good communication skills, good working relationships, good organization and coordination, and adequate staff support.

FOLLOW-UP ON UNSUCCESSFUL PROPOSALS

Virtually no one is always successful with funding proposals. Lack of success is most likely in early fund-seeking ventures. Proposals are rejected for many reasons. Follow the two basic principles for dealing with proposal rejection: (1) don't take it personally; (2) take it as an opportunity to learn how to write better proposals. Rejections usually come as form letters which tell you nothing specific about your proposal. You can't learn anything from that other than that you didn't get the money. The receipt of the bad news should trigger a series of steps toward your next successful proposal:

- Seek specific information from the funder on reasons for your proposal's rejection. Some may not share this information with individual applicants. Others will share their evaluation process, possibly including the rating forms of the proposal reviewers, and the final basis for the decision. If they will provide them, the reviewer's rating forms would be the most useful. If no specific information will be provided, ask for general criteria for the decisions. In some cases you will get nothing. However, in all governmental and some foundation funding, those proposals which do receive funding are publicly noted, even if only by title. Ask funders for names of recipients. Some funders will provide you with copies of funded proposals. In other cases, get copies from those who submitted them for funding. One of the best tactics for a next proposal is to take the format of a previous successful applicant and apply it to your proposal.

- In many cases, formal information will be difficult to get; however, informal information may be available and even more useful. Try to arrange to meet with an individual who was involved in the decision process. If you indicate that you want information on their funding priorities, you can get useful information on the general basis for their decision, and are very likely to get information on ways to make your next proposal successful.

Seek out successful and unsuccessful applicants to find out what they did and didn't do. This is a chance to learn about guidelines for your next proposal.

- Begin an internal review of your proposal. Many aspects of your proposal which seemed great to you will seem less positive when you know that it wasn't funded. Get some emotional distance from the proposal and then go over it, looking for strengths and weaknesses that may be helpful in preparing the next proposal. Ask several people familiar with your organization and with funding patterns to give you comments to clarify needed improvements. This can be particularly difficult when the whole proposal, or major parts of it, are identified as the work of one individual. The more people who are involved in the creation and review, the more easily they can focus on the proposal and not the people who created it.

- Take the results of your information seeking and review and develop a plan for your next proposal that will do the following:

  - Set a schedule. This gets beyond any disappointment or acrimony about the last proposal.

  - Build on the strengths of the previous proposal.

  - Include processes that avoid the problems of the last proposal.

  - Generate the spirit of success.

  - Provide enough time and resources to ensure success.

INVOLVEMENT IN THE PROCESS

Don't assume that those with money sit awaiting the pleadings of the masses in order to select the blessed few. The more cynical among us may think that the prosperous give only to their friends and the already well financed, and that decisions are made before the public knows of an opportunity to apply. Although such things happen, the funding process is more open and amenable to influence than those who have not participated in it might imagine.

In the case of some foundations, a wealthy person, family or corporation may have given some money to establish the foundation and may have given explicit instructions on how to use the funds. The trustees of such a foundation are relatively limited in their expenditures. Their primary role is to judge who, from among the applicants, will most advance the goals of the foundation.

Such situations constitute a small portion of the total funding picture. By far, the majority of funding comes from sources where decisions about funding targets, amount, and methods are all part of a process in which anyone with an interest can become involved.

A good example of the influence of concerned individuals is P.L. 94-142, The Education of All Handicapped Children Act. This law, which mandates appropriate education for all children in the least restrictive environment, has dramatically changed the provision of special education services and the funding available to provide them. This law was passed and successfully implemented primarily through the efforts of a concerned group of organized individuals (mostly parents of handicapped children).

On a smaller scale, this type of influence is constantly affecting significant wording in federal or state laws, policies or regulation, which subsequently influence the patterns of expenditure of appropriate funds.

Increasingly, funding decisions are being made at state and local levels. In addition to allowing greater responsiveness to local needs, this movement offers opportunities for the involvement of career guidance personnel in policy formation and funding decisions.

The following are three levels in which you can become involved to determine funding patterns:

1. Involvement in the creation of laws, policies or regulations
2. Involvement in the process of translating number one into actual funding decisions
3. Personal contact with the individuals involved in number two that makes you known, trusted, and worthy of funding

Possible and effective types of involvement may vary considerably depending on whether you are dealing with federal or state laws, foundations, local businesses, social clubs, or alumni. But, with all groups that provide funding, all three levels exist and are important.

Level 1. Although your U.S. Representative, the Trustees of the Ford Foundation and the President of the local Elks Club seem different, they are all directly involved in creating policy that may determine funding patterns. Each of these individuals, and all others who are in leadership in funding groups, is a person subject to influences and attitudes. Each has thoughts about important issues in modern times; each has ideas about appropriate ways of addressing those issues. Routes to involvement in law and policy creation include:

- All government officials read, or have someone read, and tally their mail.
- Most government officials or members of their staff will make appointments to talk about issues of interest to them.
- Many elected officials are looking for worthy bills or resolutions to sponsor. All they need is someone to express an interest and assist in the drafting.
- Many government officials have or had children or other relatives who had great difficulty "finding themselves." Such experiences are often the start of interest in career guidance policy or funding.
- Elected officials are always interested in having persuasive individuals testify at hearings on bills or resolutions.
- Anyone can "lobby" elected officials. It may be as useful to lobby staff members of an official as the individual him/herself. These officials rely heavily on their staff for information.
- Become an elected official, a policy maker.

You will be surprised how easily you can become involved in drafting legislation or setting policy if you have an idea that you believe is important and you make contact with policy makers.

Level 2. All laws, policies and regulations must be translated into action. Frequently, those responsible for making decisions based on the law or policy have tremendous freedom in interpretation. Although a law may seek to improve employment, it may not say much about specific means to accomplish that goal. Further, the implementers may have freedom in what types of programs should receive funding and how much they receive. And, all this is before the freedom they have in deciding which specific applicants shall receive funding. The implementers, like the policy makers, respond to what they know and believe to be important. They also will make decisions about expenditure of funds according to what they believe are the most effective means to achieve their goals.

Although most people interested in career guidance are not going to become legislators, they can take advantage of abundant opportunities to become involved in implementation.

- Policy boards for implementing legislation related to career guidance often require some professional membership (e.g., JTPA, PICs).
- Membership on many boards offers possibilities for influence. The main requirement for board membership is active participation, interest, and a commitment to the goals of the group.
- Personal friendships and contact with the members of boards or other policy making groups, can be very influential.

Level 3. The actual choices of recipients are based on the sense that a proposal represents a worthy project that can and will be accomplished.

Proposals for funding are designed to be discrete and specific. Of course, we all know that the world is not as simple as we are asked to portray it in our funding proposals. Make your ideas and goals clear to all who read your proposal. Although good writing can produce this effect, proposals will include much that is designed to produce confidence that the project can be completed successfully and well. Personal knowledge of the proposer can create more trust and confidence. To the extent that you are involved with the individuals who are making funding decisions--even if the involvement has nothing to do with the proposed project--your proposal will often be more favorably viewed. If you do #1 and #2 well, #3 will take care of itself.

The most important part of involvement is to be informed. Know the laws and policies you will be discussing. Know the larger issues to which your proposal relates. Have the data that supports your case. If you are prepared and get involved, you will influence the process and probably get the funding you seek. When you are timid or unsure, ask yourself, "Are my career guidance needs any less important than those of others who will get these funds if I don't?"

BIBLIOGRAPHY

Competency Based Career Guidance Modules, The Center on Education and Training For Employment,1900 Kenny Rd., Columbus, OH 43210

Modules A-1 Identify and Plan for Guidance Program Changes
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environment Needs
A-7 Select Implementation Strategies
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Development
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
D-1 Ensure Program Operations
D-2 Aid Professional Growth
D-3 Ensure Logistical Support
D-4 Process Program Information
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Feller, Rich. A Review and Evaluation of Microcomputer Software for Guidance, Counseling and Placement - 1985. GPC Software Reviews, Department of Vocational Education, Room 227, Colorado State University, Fort Collins, CO 80523.

Kapes, Jerome, T., and Mastie, Marjorie M. (eds). A Counselor's Guide to Vocational Guidance Instruments, 2nd edition, National Career Development Association, 1989.

APPENDIX A

CONTACT ADDRESSES

APPENDIX A-1

Nongovernmental Organizations

American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036
(202) 293-7050

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

American Association of School Administrators
1801 North Moore Street
Arlington, VA 20036
(703) 528-0700

American Council on Education
One Dupont Circle, NW
Washington, DC 20036
(202) 939-9300

American Educational Research Association
1230 17th Street NW
Washington, DC 20036
(202) 223-9485

American Federation of Teachers
555 New Jersey Ave. NW
Washington, DC 20001
(202) 879-4400

American Vocational Association
1410 King St.
Alexandria, VA 22314
(703) 683-3311

Career Planning and Adult Development Network
4965 Sierra Rd.
San Jose, CA 95132
(408) 559-4946

Chamber of Commerce of the U.S.
1615 H Street, NW
Washington, DC 20062
(202) 659-6000

Education Commission of the States
300 Lincoln Tower Building
1860 Lincoln St.
Denver, CO 80295
(303) 830-3600

National Education Association
1201 16th Street, NW
Washington, DC 20036
(202) 833-4000

National Career Development Association
(formerly the National Vocational Guidance Association)
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

APPENDIX A-2

Congressional Committees

House Appropriations Committee
2358 HOB
Washington, DC 20515

House Education and Labor Committee
2181 RHOB
Washington, DC 20515

Senate Appropriations Committee
DSOB, Suite S-128
Washington, DC 20515

Senate Labor and Human Resources Committee
DSOB, Suite SO 430
Washington, DC 20510

APPENDIX A-3

U.S. Department of Education

National Center for Education Statistics
Capital Place
555 New Jersey Ave., NW
Washington, DC 20208
(202) 357-6828

U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202
(202) 708-5366

Deputy Under Secretary for Management
(202) 732-5470
(contract information)

Office of Special Education and Rehabilitative Services
330 C Street, SW, Room 3006
Washington, DC 20202
(202) 732-1265

Office of Elementary and Secondary Education
400 Maryland Avenue, SW, Room 2109
Washington, DC 20202
(202) 732-5113

Office of Vocational and Adult Education
Mary E. Switzer Bldg.
330 C Street, SW
Washington, DC 20202
(202) 732-2251

Office of Postsecondary Education
7th & D Streets, SW, Room 7082
Washington, DC 20202
(202) 732-3547

Office of Education Research and Improvement
Capital Place
555 New Jersey Ave., NW
Washington, DC 20208
(202) 357-6050

Office of Bilingual Education
421 Mary E. Switzer Bldg.
330 C Street, SW
Washington, DC 20202
(202) 732-5063

APPENDIX A-4

U.S. Department of Labor

Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-8163

Bureau of Labor Statistics
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-1327

Department of Labor
Employment and Training Administration
200 Constitution Avenue, NW
Washington, DC 20210

Department of Labor
Employment and Training Administration
Office of Comprehensive Employment Development Programs
200 Constitution Avenue, NW
Washington, DC 20210

Employment Security
(202) 376-7032

JTPA
(202) 376-6093

Senior Community Service Employment Program
(202) 376-7285

Apprenticeship and Training
(202) 376-7134

Planning and Policy Development
(202) 376-6600

Regional Management
(202) 376-7653

Department of Labor
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APPENDIX A-5

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Department of Education
Government of American Samoa
P.O. Box 324
Pago Pago, Samoa 96799
(684) 633-5238

c. Uimaitua Poloai
Coordinator
Guidance & Counseling
D.I.D. Office
Department of Education
Pago Pago, American Samoa 96799
(684) 633-1246

Guam

a. Guam Occupational Information
Coordinating Committee
Human Resources Development Agency
Jay Ease Building, 3rd Floor
Post Office Box 2817
Agana, Guam 96910
(671) 646-9341

b. Peter R. Nelson
State Director
Vocational Education
Guam Community College
PO Box 23069, GMF
Guam, M.I. 96921
(671) 734-4311, Ext. 47/48

c. Mr. Jack L. Neuber, Chairman
Counseling Dept., Student Services
Division
Guam Community College
P.O. Box 23069, Main Postal Facility
Guam, M.I. 96921

Puerto Rico

a. Puerto Rico Occupational Information
Coordinating Committee
202 Del Cristo Street
Post Office Box 6212
San Juan, Puerto Rico 00936-6212
(809) 723-7110

b. Rafael Gautier Rios
Assistant Secretary
Vocational Technical Education
P.O. Box 759
Hato Rey, PR 09929
(809) 753-9128 Advocnet

c. Mrs. Maria Isabel Roman, Director
Guidance Programs
Department of Education
P.O. Box 759
Hato Rey, PR 00919

Trust Territory of the
Pacific Islands

a. Northern Mariana Islands
Occupational Informatin
Coordinating Committee
Post Office Box 149
Saipan, CM 96950
(671) 234-7394

b. Voctor Sonden
State Vocational Education Supervisor
Republic of the Marshall Islands
Majuro, Marshall Islands 96960

Masasingi Eis
State Vocational Education Supervisor
Chuk State
Department of Education
Moen, Chuk 96942

Martin Sokau
State Vocational Education Supervisor
Republic of Belau
Koror, Palau 96940

Roger Skilling
State Vocational Education Supervisor
State of Kosrae 96944

Damien Sohl
State Vocational Education Supervisor
State of Pohnpei
Kolonia, Pohnpei 96941

Henry Worswick
State Vocational Education Supervisor
Yap State
Colonia, Yap 96943

Mr. John Perkins
Director of VAE
Office of Education
Office of the High Commission
Saipan, CM 96950

Mr. Atanacio Taitinfong
Director of Vocational Education
Commonwealth of Northern Marianas
Saipan, CM 96950

c. Mrs. Vicki Maui
Micronesian Occupational College
P.O. Box 9
Koror, Palau 96950

Mr. Fermin Kebekol
Vocational Education Counselor
Department of Education
Marianas High School
CNMI, Saipan CM 96950

Mrs. Adele S. Moaaliitele, M.S.W.
Dean of Student Services
American Samoa Community College
Pago Pago, American Samoa 96799

Mr. Robert Thomas
State Supervisor, T&I Education
Div. of Voc-Tech Education
Department of Education
PO Box 6640
Charlotte Amalie, V.I. 00801

Virgin Islands

a. Virgin Islands Occupational Information
Coordinating Committee
Post Office Box 3359
St. Thomas, US VI 00801
(809) 776-3700

b. Dr. Ram D. Bansal
State Director
Vocational Education Division
#21, 22 & 23 Hospital Street
Christianstead, St. Crois, VI 00820
(809) 773-5488

c. Renan Donastorg
Vocational Guidance Counselor
Charlotte Amalie High School
PO Box 6640
St. Thomas, VI 00801
(809) 774-0780

APPENDIX B

SAMPLE FOUNDATION DESCRIPTIONS AND THEIR GRANTS TO CAREER GUIDANCE

Carnegie Corporation of New York
437 Madison Avenue - New York, NY 10022
Dorothy Knapp - Secretary - (212) 371-3200

The Carnegie Corporation of New York is concerned with the education of all Americans especially females and minorities. Grants are provided to projects that promote educational change in response to the nation's changing technological economy. Grants are awarded nationally as well as in Sub-Saharan Africa and the Caribbean. Number of grants 381; Average $975 to $750,000; Annual (1988) $35,512,429.

Anne E. Casey Foundation
31 Brookside Drive - Greenwich, CT 06830
Martin Schwartz - Director - (203) 661-2773

The Casey Foundation is a private foundation devoted to disadvantaged children and youth. Main purposes are to place children in foster care programs, and improve public policy in child welfare, juvenile justice and family services. Number of grants 26; Average $1,000 to $20,000.

Eastern Association Foundation
One Beacon Street - Boston, MA 02108
Jesse R. Mohorovic - Secretary - (617) 742-9200

Over 35 percent of the foundation's budget is general support for education especially career and vocational programs. They are concerned with youth in transition and postsecondary programs. Typically, recipients are in the areas of company operations such as Greater Boston, Appalachia, and Mississippi River Valley. Number of grants N/A; Annual (1987) $55,678.

Hammermill Foundation
PO Box 10050 - Erie, PA 16533
John Enders - Secretary - (814) 870-5000

Hammermill Foundation is an active supporter of education with over 35 percent of the budget going as general support for career/postsecondary vocational education programs. Recipients are in the areas where Hammermill maintains facilities. Number of grants 91: Average $500 to $30,000; Annual (1986) $1,004,310.

Hitachi Foundation
1509 22nd Street NW - Washington, DC 20037
Felicia Lynch - Vice President Programs - (202) 457-0588

State and local education agencies and non-profit organizations are eligible to submit applications at any time for over $1.7 million in aid. While most of the 1986 grants were awarded to cross-cultural arts programs, the new emphasis is on education programs. "We are basically interested in innovative and independent projects with respect to the education grants." The foundation gives both nationally and internationally. Number of grants 48; Average $28,000; Annual (1988) $707,095.

Johnson's Wax Foundation, Inc.
1525 Howe Street - Racine, WI 53403
Reva A. Holmes - Vice President and Secretary - (414) 631-2267

Johnson's gives over 60 percent active support to education in the areas of elementary/secondary education, higher education associations, educational funds and civic associations. They give nationally, but especially in Wisconsin and the midwest. Number of grants 112; Average $1,000 to $40,000; Annual (1988) $1,247,898.

W.K. Kellogg Foundation
400 North Avenue - Battle Creek, MI 49017-3398
Nancy A. Sims - Executive Assistant-Programming - (616) 968-1611

Purpose of the Kellogg Foundation is "to receive and administer funds for educational and charitable purposes." The foundation is especially interested in funding educational projects that can be expanded or used by other communities. Funds are distributed nationally and in Latin America, the Caribbean, and South African nations. Number of grants 781; Average $50 to $5,125,000; Annual (1988) $100,498,318.

Levi Strauss Foundation
Levi's Place - 1155 Battery Street - San Francisco, CA 94111
Martha Montag Brown - Director of Contributions - (415) 544-7248

The Levi Strauss Foundation gives general support to education in elementary and secondary levels, both private and public. Contributions outlook is good. Number of grants 258; Annual (1988) $2,936,000.

Nabisco Foundation
Nabisco Brands Plaza - Parsipanny, NJ 07054
Henry A. Sandbach - Director of Contributions

The foundation was incorporated in 1953 in New Jersey. It gives largely for higher education and community funds, and supports hospitals and cultural programs. The type of support includes building funds, scholarship funds, fellowships, and employee matching gifts. They give nationally. Number of grants 37; Average $1,000 to $20,000; Annual gift (1987) $270,133.

New York Life Foundation
51 Madison Avenue - New York, NY 10010
Carol J. Reuter - Executive Director - (212) 576-7341

The New York Life Foundation gives over 40 percent of award to elementary and secondary education in the form of capital, general support and projects. Given nationally, these educational awards include areas such as business administration, educational funds and organizations. Number of grants 648; Average $500 to $10,000; Annual (1987) $2,062,976.

Olin Corporation Charitable Trust
120 Long Ridge Road - Stanford, CT 06904
Carmella V. Piacentini - Administrator - (203) 356-3301

More than 50 percent of the Olin Corporation Trust is given in the area of education, education funds, associations, health education programs, and organizations. There is also limited support of health, civic, and public affairs. Number of grants 524; Average $500 to $10,000; Annual (1987) $1,202,223.

Polaroid Foundation, Inc.
28 Osborn Street, 4th Floor - Cambridge, MA 02139
Marcia Schiff - Executive Director - (617) 577-4035

The foundation gives general support towards education with a special interest in programs for minorities, women, special education, and scientific education related to activities for Polaroid Corporation. Typical recipients of the 30 percent contributions are career/vocational education programs, colleges and universities, community and junior colleges, and public elementary and secondary education programs. They primarily give in Massachusetts with emphasis on the Boston metropolitan area. Number of grants 416; Average $2,000 to $10,000; Annual (1987) $1,720,799.

Rockefeller Foundation
1133 Avenue of the Americas - New York, NY 10036
Lynda Mullen - Secretary - (212) 869-8500

Purpose of the Rockefeller Foundation is "to promote the well-being of mankind throughout the world." Grants are awarded to projects concerning agriculture, health population sciences, arts and humanities, and equal opportunity. Grants are awarded nationally with no geographic limitations. Number of grants 870; Average $10,000 to $150,000; Annual (1988) $50,630,076.

USX Foundation, Inc.
600 Grant Street, Room 2640 - Pittsburgh, PA 15219-4776
William A. Gregory, Jr. - Manager - (412) 433-5237

Approximately 33 percent of the foundations budget goes for general support for education. Career/vocational education, colleges and universities in the areas where United States Steel Corporation maintains facilities are typical recipients. Number of grants 217; Average $1,000 to $25,000; Annual (1988) $5,853.000.

Walgreen Benefit Fund
200 Wilmont Road - Deerfield, IL 60015
Edward H. King - Vice President - (312) 940-2931

The Walgreen Benefit Fund is an active supporter of education, giving to it approximately 26 percent of budget. General support goes towards career/vocational education and public elementary and company operations, with emphasis on the Chicago metropolitan area. Number of grants 282; Annual (1987) $347,069.

Weaerhauser Company Foundation
Tacoma, WA 98477
Mary Stewart Hall - President - (206) 924-3159

The foundation has a general interest in developing basic skills, giving 45 percent to community and social services, and youth organizations. Another 30 percent goes towards career/vocational education programs. These grants are given on a national level so that there will be an overall increase in company profits. Number of grants 595; Average $500 to $10,000; Annual (1987) $3,997,950.

CORPORATIONS

American Telephone & Telegraph
430 Mountain Avenue - Murray Hill, NJ 07974 - (201) 582-3000
Annual Funds To Education: $5 Million +

AT&T has created a program called Urban School Initiative in several major cities. The purpose is to encourage school curriculum reform coupled with personal student scholastic achievement.

Apple Computer
20525 Mariani Avenue - Cuperinto, CA 95014 - (408) 996-1010
Annual Funds To Education: $5 Million +

Apple has started a program that donated computers to schools that otherwise could not afford them. Especially targeted are schools in low-income districts; schools that encourage disabled students to study computer science; and schools that encourage girls to study science and mathematics.

Baltimore Gas & Electric
PO Box 1475 - Baltimore, MD 21203 - (301) 783-5920
Annual Funds To Education: $1-5 Million

BG&E promotes school reform by establishing employee-mentor programs with students and by conducting workshops with parents to get them more involved with their children's education.

Bell South
1155 West Peachtree, NE - Atlanta, GA 30367 - (404) 249-2000
Annual Funds To Education: $1-5 Million

Subsidiaries of Bell South have adopted over one hundred schools and established employee-mentor programs. Small grants are also given to schools or teachers who develop innovative teaching projects.

Boeing
7755 E Marginal Way S - Seattle, WA 98108 - (206) 655-2121
Annual Funds To Education: $5 Million +

Boeing has established linkages with area schools to promote better school to work transition. Company liaisons provide individual tutoring and in some cases schoolwide programs. Area teachers may also attend Boeing's company management classes.

Burger King
17777 Old Cutler Road - Miami, FL 33157 - (305) 378-7011
Annual Funds To Education: $1-5 Million

Burger King started the Burger King Academy in six cities in conjunction with the Justice Department and Cities In Schools. The purpose of the program is to prevent high school students from dropping out.

Chevron
252 Bush Street - San Francisco, CA 94104 - (415) 894-7700
Annual Funds To Education: $5 Million +

Chevron gave Stanford University a grant to target "at-risk" students from low-income, single-parent homes, especially those with limited English speaking ability. The program, operating in thirty-nine schools around the country, tutors students to reach advanced educational goals by the time they reach the sixth grade.

Citicorp
399 Park Avenue - New York, NY 10043 - (212) 559-1000
Annual Funds To Education: $5 Million +

A dropout prevention program has been established in Florida's Dade County school system. The Citicorp Success Fund gives small cash payments to individuals who develop new ideas to keep students in school. Also, bank employees work with Hispanic teachers to establish school-business partnerships.

Coca-Cola
One Coca-Cola Plaza - Atlanta, GA 30313 - (404) 676-2121
Annual Funds To Education: $5 Million +

Coca-Cola has established a dropout prevention program in San Antonio, Texas. The Partners For Valued Youth program is unique in that older students counsel younger students, giving both parties pride in their work and achievements.

Colgate-Palmolive
300 Park Avenue - New York, NY 10022 - (212) 310-2000
Annual Funds To Education: $100,000-$500,000

Colgate-Palmolive has established school-business partnerships with Wadleigh Junior High School in Harlem. Company employees provide technical assistance and serve as advisory board members.

Federal National Mortgage Association
3900 Wisconsin Avenue, NW - Washington, DC 20016 - (202) 752-7000
Annual Funds To Education: $100,000-$500,000

Federal National has established a school-business partnership with H.D. Woodson High School in Washington, DC. The program focuses on keeping students in school by using mentors and an incentive bonus of $500 per-semester for each student that maintains a B average and enrolls in the Futures 500 club. The money can only be used for future college expenses.

General Motors
General Motors Building - Detroit, MI 48202 - (313) 556-5000
Annual Funds To Education: $5 Million +

GM is dedicated to encouraging more students to take math and science courses by helping fund Mathcounts, a national mathematics competition for junior high students. GM also funds the Explore the Possibilities program that aids teachers and encourages students, especially female and minority students, to enter engineering and skilled trades professions.

Jostens
5501 Norman Center Drive - Minneapolis, MN 55437 - (612) 830-3300
Annual Funds To Education: $1-5 Million

Josten's Renaissance Program rewards good grades and good behavior for junior high and high school students. Students who do well receive many perks such as reserved parking, free admission to sporting events and dances, book discounts, and exemption from final exams.

Philip Morris
120 Park Avenue - New York, NY 10017 - (212) 880-5000
Annual Funds To Education: $5 Million +

Philip Morris is involved in various literacy and minority education programs. In Philadelphia, the Mayor's Commission on Literacy, an adult literacy program, has received over $1.5 million, and the city of Milwaukee has received $1 million to aid children of disadvantaged families.

Proctor & Gamble
One Proctor & Gamble Plaza - Cincinnati, OH 45202 - (513) 983-1100
Annual Funds to Education: $5 Million +

P&G has implemented Project Aspire, a mentor-student program. 150 P&G employees work with Woodward High School students on a one-to-one basis during their four-year high school enrollment plus the first year after graduation. P&G is also involved in the Cincinnati Education Youth Collaborative which targets young students to expand their basic skills to better compete in the changing job market.

RJR Nabisco Holdings
1301 Avenue of the Americas - New York, NY 10019 - (212) 258-4600
Annual Funds To Education: $5 Million +

RJR Nabisco funds the Next Century Schools project. Grants are awarded to teachers who develop innovative ideas to increase student performance. Thus far, fifteen grants, totalling $8.5 million, have been awarded.

US West
7800 E. Orchard Road - Englewood, CO 80111 - (303) 793-6500
Annual Funds To Education: $5 Million +

The US West Foundation has funded a four-year $26 million program to reward educational excellence. One effort is the Outstanding Teacher program. Fourteen teachers receive $5000 grants for teaching excellence and serve as finalists for a full-year sabbatical to work on a project of their choice. US West also funds the Parents as First Teachers program. Learning instructors aid parents in teaching their pre-school children educational basic skills.

ORGANIZATIONS

Boys Clubs of America
771 First Avenue - New York, NY 10017

Founded in 1906, this congressionally chartered organization serves 1,200,000 youth ages 6 through 18, in primarily urban environments. Current programs emphasize health, citizenship, leadership development, juvenile justice, and youth employment through a variety of guidance activities. This national organization consists of over 1,100 clubs.

Kiwanis International
3636 Woodview Trace - Indianapolis, IN 46268
Kevin Krepinevich - International Secretary - (317) 875-8755

This Service club was founded in 1915 and currently has over 312,000 members and 800 local groups. It is an international federation of business and professional men's civic service groups dedicated to providing assistance to youth and the elderly, and programs aimed at safeguarding against crime and eliminating alcohol and drug abuse.

National Association of Negro Business and Professional Woman's Clubs
1806 New Hampshire Avenue, NW - Washington, DC 20009
Ellen A. Graves - Executive Officer - (202) 483-4206

Founded in 1935, this service club has more than 10,000 women who are actively engaged in a business or profession, who are committed individually, as club affiliates and as a national organization to render services through club activities and programs. They seek to direct the interest of business and professional women toward united action for improved social and civic activities and conditions, and to provide enriching and enabling experiences that will encourage freedom, dignity, self-respect, and self-reliance. They are also interested in consumer education and prison reform programs. Interest and support is national.

National Football League Alumni
6550 N. Federal Highway, Suite 400 - Ft. Lauderdale, FL 33308
Al Ward - CEO - (305) 492-1220

Founded in 1967, membership consists of former professional players, coaches and administration personnel. Main purpose is to promote youth charities and programs. Observe Youth of America Week. Convention is held annually.

APPENDIX C

PROPOSAL FOR DEVELOPING A CAREER RESOURCE CENTER-FUNDED PROPOSAL

I. Title Page

Title:	Development of a Career Resource Center
Funding Source:	Career Development Division Vocational Education and Career Development Services State Department of Education Box 928 Somewhere, Ohio 48904 (100) 373-3370
Initiator:	Mr. Francis Bebow, Principal Slate Run High School 271 Stone Drive Slate Run, Ohio
Project Director:	Ms. A.J. Weber, Counselor Slate Run High School 271 Stone Drive Slate Run, Ohio
Funding Period:	October 1 - September 30
Total Funds Requested:	$5,000.00
Date Submitted:	May 15

II. PROPOSAL ABSTRACT

This project is designed to plan and begin operation of a career resource center. This center will serve as a primary career guidance service and information center for students, parents, teachers, and community members as the Slate Run School District attempts to meet its expressed needs.

As a result of the career resource center, the 2,100 students at Slate Run, their teachers, parents, and others will be able to obtain much more useful information and professional assistance. This center is viewed as a service arm of the Guidance Department, and it will also be helpful to the district's career education efforts as well as to all curriculum departments.

III. INTRODUCTION

A. Background and Organization

The Slate Run Public School District has long been recognized by educators in the state as an innovator and leader in the area of career guidance. It has demonstrated many techniques that have been adopted by numerous other medium-sized schools in this state.

One major finding of the district's career guidance needs assessment was a marked interest and demand for increased services and materials by parents, community members, and teachers.

To this date Slate Run High School has been operating a very traditional library service with most of the volume in the senior high school building. Our six elementary and two junior high schools have not had the services they have needed and expect to need in the future.

It is our plan that through the use of a career resource center we can amass our limited resources to meet the increased career resource and service needs expressed by our 2,100 students and 72 faculty members. It should also be pointed out that our city's business leaders, city council, and the Slate Run School Board have fully endorsed our proposed plans.

B. Statement of the Problem

The career resource center has proven to be an effective means of impacting on the career development needs of individuals in Ohio. At Slate Run High School the career development focus is on increased self-understanding, exploration experiences, decision-making skills, and career planning and preparation.

The career resource center is a viable method of providing increased information and services to students and community members to promote their development in positive directions.

Although the career resource center has gained acceptance here in Slate Run, a need remains for a plan and the resources to systematically and logically implement and evaluate a career resource center. This need is based upon a recent career development needs assessment study. Sixty-seven percent of the students in grades nine through twelve indicated that they need increased career information. Seventy-two percent of the parents indicated that they need school assistance in working with their children to aid them in their career planning and decision making. Seventy-eight percent of the teachers indicated a need for materials and inservice related to career development. A locally developed career resource center designed to assist these persons will fulfill these needs. The career resource center would provide basic information and services to our school district that would enhance our existing career education and guidance programs. In addition, it would provide opportunities for community members to become involved in the career development of youth and adults.

C. Program Objectives (For the Center)

1. To acquaint students with general and specific career information.

2. To develop student profiles with regard to interest, values, aptitudes, etc.

3. To acquaint students with available educational information including college, university, technical college, and vocational institutions and programs.

4. To assist students in their decision-making process by providing the needed information, experiences, and guidance assistance.

5. To aid parents in their efforts to help their children plan, experience, and make career decisions.

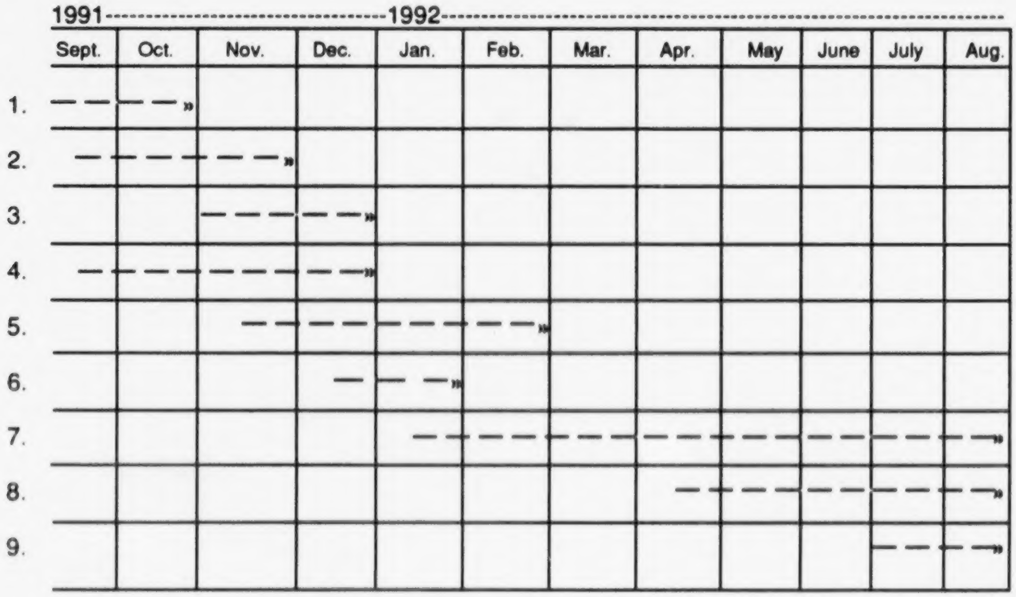
6. To assist the teachers in the area of infusing their curriculum with guidance information and techniques.

7. To assist employers in placing students in work experience and work study programs and part-time and full-time employment.

IV. PLAN OF ACTION

The following plan of action projects how it is intended to organize and begin operation of the career resource center during the school year. A time line and operational objectives are presented below.

Career Resource Center Time Chart



Operational Objectives

1. Hire and assign staff and volunteer help.
2. Prepare room and locate district materials and equipment.
3. Purchase needed materials and equipment.
4. Develop all operational procedures for center.
5. Promote the availability of the center.
6. Conduct inservice training on center use.

7. Operate the center.

8. Evaluate the center.

9. Develop second-year proposal.

(In a completed proposal each objective should be fully developed with descriptive narrative.)

V. STAFF

The career resource center will be managed by one half-time counselor on a prearranged schedule. This one half-time counselor position will be accomplished by rotating our district's three counselors into the center on a 10:00 a.m. to 2:00 p.m. basis. One half-time paraprofessional will be made available to cover the period when the counseling staff is not in the center. Additionally, the district will provide a full-time typist. The center will also attempt to have an appropriate number of students and community volunteers in the center at no charge to the State Department of Education.

VI. FACILITIES

The career resource center will be developed through the conversion of a 20' x 23' classroom which is located adjacent to the school library. The room will be fully painted, and appropriate electrical wiring will be installed.

VII. EVALUATION

With the assistance of a paid outside consultant, three types of evaluation data will be collected: (1) impact data that relates to established goals, (2) student, teacher, and parent opinions, and (3) data related to center operation and management. A final evaluation report will provide recommendations for program improvements.

VIII. BUDGET

	State Requested Funds	In-Kind Contributions
A. Staff		
1. salaries (trained paraprofessional at half time)	$ 2,000.00	
2. clerical assistance (1 full-time)		$ 6,000.00
3. counselor (half-time)		$ 7,000.00
4. evaluation consultant	$ 200.00	
B. Equipment		
1. chairs	$ 200.00	
2. MOIS reader	$ 160.00	
3. book shelving	$ 230.00	
4. DuKane cassette A-V matic (sound filmstrip projector)	$ 281.00	
5. tables (3 @ $75.00)	$ 225.00	
6. equipment (general)		$ 1,400.00
7. furniture (tables/chairs)		$ 2,300.00
8. reading carrels (2)	$ 332.00	
9. material racks and bulletin boards	$ 220.00	
C. Communication		
1. telephones ($10.00 per month)		$ 120.00
2. postage (surveys, etc.)	$ 65.00	
D. Duplication	$ 60.00	
E. General Supplies	$ 100.00	$ 300.00
F. Materials (films, tapes, booklets, posters, etc.)	$ 700.00	$ 4,500.00 (existing inventory)
G. Evaluation materials		
1. self-directed search	$ 120.00	
2. work values inventory	$ 36.00	
3. Career Orientation Planning Profile (COPP)	$ 71.00	
Funds Requested $5,000.00	$ 5,000.00	$21,620.00

APPENDIX D
SAMPLE LETTERS
SAMPLE LETTER TO FOUNDATION

August 30, 199-

Director
Foundation

Dear __________:

Our area is currently in serious economic transition. Our traditional industries have declined, and consequently, unemployment has increased to more than 12 percent. Meanwhile, there is a strong beginning of new industries that use higher levels of mathematical and scientific skills. Our students often feel unmotivated to learn math and science and have thus been poorly prepared to work in these emerging jobs in our community. In an attempt to deal with this problem, we are developing a career guidance program in our high school. This program will expose students to information about careers in technical areas that are becoming available and also provide them with information and experiences that will show the relevance of their science and math coursework to this employment.

Because of economic pressures in our community, funding for this effort from our school district budget is not possible. Therefore, we are seeking external funding to establish a demonstration project that we hope will lead to budgeted funding in the future.

We have been impressed with the record of your foundation in supporting projects directed toward reducing unemployment as well as improving the quality of education. We would like to apply to you for funding of this project. Would you please send us information on your proposal guidelines and deadlines? Any information you could provide that would enable us to strengthen our proposal would be greatly appreciated.

Sincerely,

(Head of Guidance)

Enclosure (Attach preliminary proposal - See Appendix E)

SAMPLE LETTER TO STATE DEPARTMENT OF EDUCATION

August 30, 199-

State Director of Guidance Services
State Department of Education

Dear __________:

We recently have had a considerable influx of bilingual students into our district. These students have created considerable strains on our ability to provide quality guidance services. At present, we have no staff members who speak Spanish, nor do we have any materials that are written in Spanish. We are seeking ways to purchase needed materials and to hire a staff person who is fluent in Spanish.

Due to the general decrease in the property tax base in our district, local school funds are not available to us. We are interested in applying for funding under the Bilingual Education Act which can, at least for the present, cover the costs of an added staff position and enable us to purchase Spanish-language materials to work with our Spanish-speaking students.

Could we please have information on the procedure for applying for these funds and any information on guidelines or procedures that would increase our chance of success in this venture? We would be most appreciative, too, if you would provide the name and phone number of the individual who oversees these funds so that we could communicate with that individual directly.

Sincerely,

(Director of Guidance)

SAMPLE LETTER TO LOCAL BUSINESS

August 30, 199-

Director of Public Relations
Local Corporation

Dear __________:

The (name of your organization) works with approximately 400 students per year to assist them in seeking employment in local businesses. Our program consists of evaluation of individual abilities and interests (including types of work environments), individual counseling, and guided exposure to information on various available and appropriate career options. Our goal is to help individuals find those jobs that are available and that will be desirable both to them and the employer. A survey conducted 10 years ago (before we began our work) showed that more than 40 percent of employees were dissatisfied with their employment. A similar survey conducted last year indicated that of those who had been through our program, less than 5 percent were unhappy with their work situation. We feel that the benefits that we provide in productivity and morale are worth far more than the cost of our non-profit service.

We find, however, that our success has created strains on our organization, and we are currently developing plans for expanding our facilities and staff. This expansion will require renovations and the addition of new tables, chairs, desks, bookcases, office equipment, and more. Our additional staffing costs will be borne by our expected increased client load; but, to keep the cost of our service down, we are seeking assistance in purchasing the needed new equipment and covering costs of renovations from local corporations.

I would like to meet with you and representatives of your corporation to show you our plans, the costs, and discuss ways that your corporation could become involved in this exciting project.

Sincerely,

(President)

SAMPLE LETTER TO PARENT TEACHER ORGANIZATION

August 30, 199-

President
Parent Teacher Organization
Local School District Office

Dear __________:

The guidance office in School is currently working to expand the opportunities we offer to our students. We have found that because of the changing job market and the options and confusion this change creates, additional materials are needed to adequately prepare students for the world of work. Our current goal is to develop a program that will expose students to a full program of career options and to information that will enable them to make wise career choices.

Our current program serves all students in our school. Each student is given a battery of vocational assessment tests and an individual session of counseling and interpretation of the assessment results. Although our assessment materials and staffing are handled adequately through our school district budget, we are unable to provide sufficient current information to students on various occupational choices that might correspond to their interests, information about those jobs, and experiences that can help them correlate success in their major subjects to success in obtaining jobs and satisfaction in them. To address this need, we are seeking to acquire a computerized career information system, and a "COIN" classroom career information kit "PEAK". These materials provide an integrated system for delivering career information to our students. We have surveyed other available programs and feel that this is the most appropriate system for our needs.

We would appreciate the opportunity to meet with the executive committee of the PTO to discuss these materials and our program. We hope that we will be able to enlist your assistance in raising the funds to purchase these needed materials.

Sincerely,

(Head of Guidance Department)

APPENDIX E

PRELIMINARY PROPOSAL

Preliminary Proposal:	Career Development in Emerging Technical Fields
Project Title:	Career Development in Emerging Technical Fields
Project Director:	(give individual's full name and title)
Institutional Affiliation:	Local High School Address Phone Number

Project Goal: To inform students about career opportunities in technical fields in our community through subject matter related career guidance experiences. Students will be presented with information on local growth industries which require preparation in math and science and be exposed to activities in subject matter areas which will show the importance to success in our changing work environment.

The ultimate goal of the project is the reduction of unemployment by preparation of individuals for entry into areas of growing job opportunity.

Funding:

Project Director	
(full time and summer)	$30,000
Assistant Director	
(half time summers for curriculum development and teacher workshops)	3,000
Clerical (one-half time)	7,000
Equipment:	
2 Apple IIe computers	
10 Calculators	
Science lab equipment	10,000
Supplies:	5,000
Travel:	300
Total Budget	$50,800

Time Line: Project will begin September 1, 199-

Curriculum development - first quarter

Teacher workshops - second quarter

Program in place and operating - third and fourth quarters

Summer 199- - evaluate and run workshops for teachers to make program permanent part of the curriculum

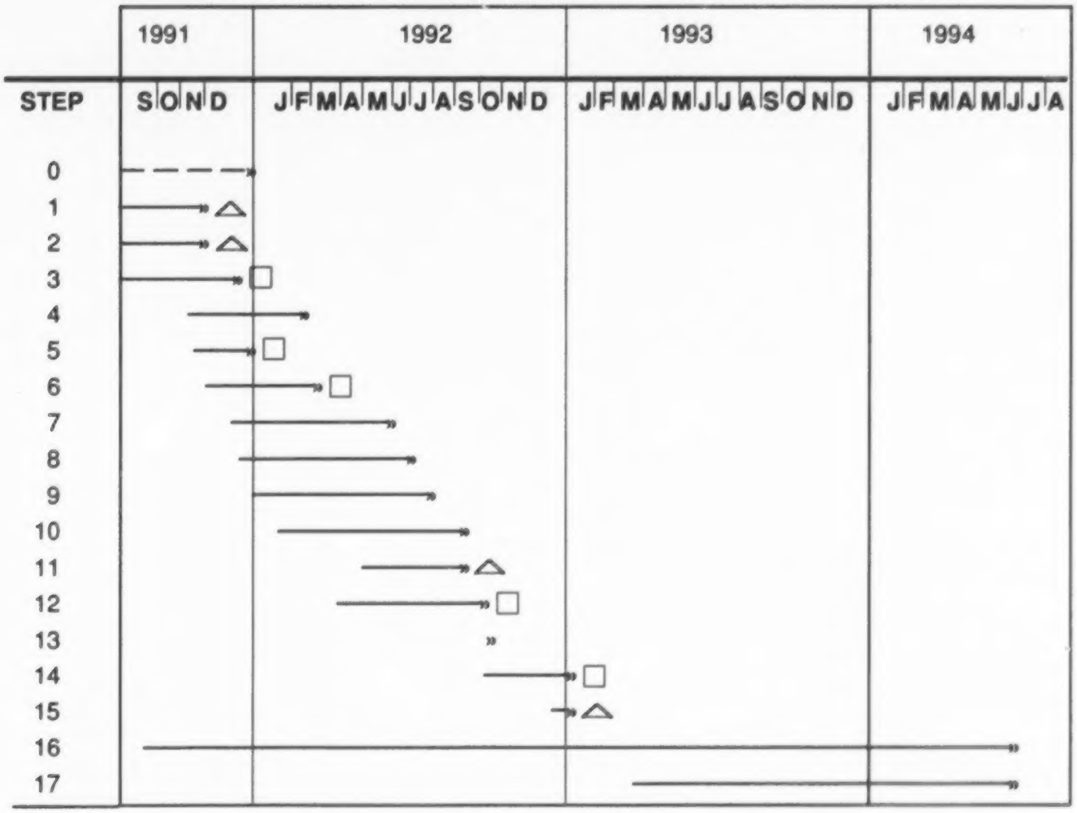
Evaluation: Questionnaires of students, teachers, and administrators

Development of program and evaluation will be assisted by a voluntary advisory group from those local industries of the type in which students will be expected to seek employment

Student follow-up will be by the guidance department in the same manner as at present for all students

APPENDIX F

SAMPLE TIME LINE



CODE

△ - Milestone - Where a significant part of the task is completed.

○ - Interface - Where one step meets another and must do so in a smooth fashion.

□ - Deliverable - Where a specific product is completed, to be delivered.

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